

National Parent-Teacher

The P.T.A.



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Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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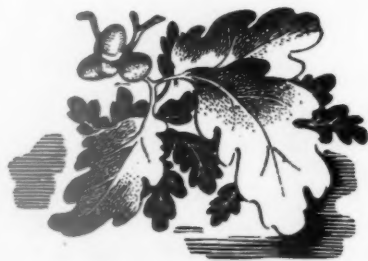
MARY A. FERRE, *Director of Production*



OUR NATIONAL
PRESIDENT AT
WORK

THE beautiful walnut desk at which Mrs. Hastings is seated was presented to the National Congress of Parents and Teachers in 1928 by the New York State Congress to commemorate the life and work of one of its founders. Carved in relief on the four sides is a design of oak leaves and the oak tree, symbol of the National Congress. The top bears this inscription in simple Roman capitals: "In Memory of Dora C. Tuttle, Pioneer."

The National presidents who have worked at this desk have ever been mindful of the challenge contained in the letter of presentation: "We trust that this will not only be a reminder of our Founders but will speak these words to everyone who sees it: Carry on."



The President's Message

Our Fiftieth Year

ON February 17, 1946, the National Congress of Parents and Teachers will have completed forty-nine years of life and growth. On that day it will begin its jubilee year, which will reach a climax at the National Convention in 1947.

Through all these years we have drawn inspiration from our Founders. We have learned that the value of their ideals is timeless. We have learned that as long as there are homes with children in them, schools for children to attend, churches with the responsibility for vitalizing the power of the spirit in a material world, and communities made up of many kinds of people and institutions—as long as these things exist there will be need for united effort on the part of all who are deeply interested in the best development of children into useful and intelligent citizens.

Many of the specific problems that were of concern to our Founders forty-nine years ago have either been met or have been so changed in form that they require new approaches. During these forty-nine years the world as a whole has learned that children are the greatest resource of any nation and that, like other natural resources, they must be conserved. Their needs must be understood and their growth guided by the best of research.

Today, then, child welfare is an international problem, for the countries of the world now realize that they can have no national future except through their children. Yet since the beginning of World War II children have suffered as never before. Cold, hunger, tuberculosis and other diseases, the separation of families, deportations, the destruction of economic life, the devastation of land and of the human spirit that warfare brings—all have combined to raise the rate of infant mortality to unprecedented heights and to leave the survivors in a truly pitiable condition. These are the children with whom, in years to come, our boys and girls will have to build this better world we are attempting to bring into being. They are *our* business.

THERE is much to be done, too, for the children of our own land. Many of them have suffered from neglect during the war. Many are still denied the educational opportunities they need, and the social problems that harass us have devastating effects on them.

The great challenge of today, for parents and for teachers, is twofold: Let us strive earnestly and unceasingly to make the world a place where homes may be established in peace and where children may grow to maturity without fear of war. Equally important, let us take upon ourselves the task of educating young people for adult responsibilities and of giving serious consideration to those social problems, in our own communities as well as on a national scale, that tend to disintegrate the home.

If we can meet this double challenge we shall bring to fulfillment the ideals envisioned by our Founders forty-nine years ago. Even more, we shall be performing services of incalculable value to our own dear ones, to our communities, to our nation, and to the world.

WERE we to write the story of our half century of growth and progress it would be a tale compounded of the devotion of countless men and women alert to changing needs and new developments. These years cover a period in which children have come to be regarded as something other than small adults; in which organizations have been formed to study child needs and child behavior; and in which parent education has become an accepted term. People have learned how the influences of childhood set the patterns for adult life and have united their efforts to give children the best possible environment. And of all this we, the National Congress of Parents and Teachers, have been a part.

May our fiftieth year mark the culmination of all our previous endeavors and the beginning of still greater usefulness!

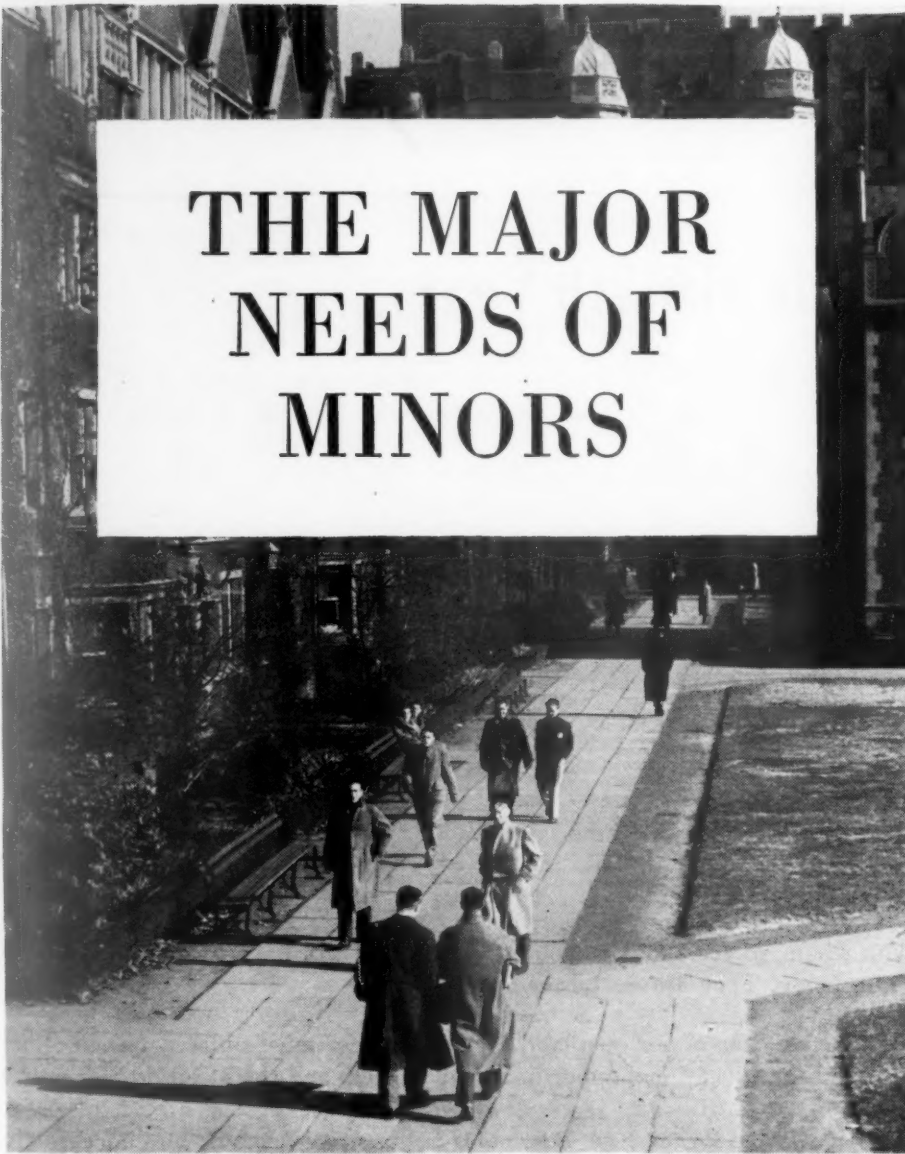
Myrinetta A. Hastings

President, National Congress of Parents and Teachers

THE MAJOR NEEDS OF MINORS

DOROTHY
WALDO
PHILLIPS

IT looms large, and there's much talk about it—this problem of misguided American youth. Is it not perhaps in large measure the problem of unguided parents? An experienced counselor of young people offers help in usable form.



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IT SEEMS unbelievably quiet—like the calm before a storm! Through the tall windows of the huge high school auditorium the sun sends strong shafts of light. Behind me on the stage I see some discarded props from last night's play.

The nice, forthright young president of the senior class, delegated to "introduce the speaker," regales me with the latest football news while we await the ringing of the bells for assembly. Our voices sound like lost pipes in the emptiness of the vast room. The raucous blare of the bells startles me—and then the miracle happens!

In a split second they have catapulted themselves from classrooms to auditorium, and they are pouring down the aisles. Up to their chins in books, they tumble into the rows, chattering, laughing, kidding. Some of them are blatantly confident; others wistfully inadequate and shy. Some seem prematurely world-wise; others very, very young. The stillness has suddenly become



© Albert I. Rose

alive with teeming hundreds of teen-aged youth.

Now comes that errant lump in my throat. Fifteen hundred of them are standing at attention: "I pledge allegiance to the flag of the United States of America . . ."

This is young America, standing on the threshold of a new world. Brand new, shiny adults who must put a sick world together again, and this time it must be a world that makes sense.

I catch my breath and think, "These boys and girls will hold the balance of power in a few years' time. We have seen what happened when a man

who was emotionally a dwarf became, through power, a giant."

Have we been guilty of leaving emotional education to chance? Do we dare educate minds and hands unless we are sure that an educated heart beats with them? What do these youngsters need in the performance of this colossal task that lies ahead? Surely they need skills in *living*. They need to be rich in human values. Could the secret weapon for waging the peace be mental hygiene?

Riches Within Their Grasp

LATER, as they pour into my conference room, I am humble in the hope that I may serve them faithfully; that I may paint the humanities in such vivid fashion that they will reach out with their strong young arms to grasp and to hold them forever.

But these are the intangibles, made out of the stuff of tolerance, integrity, human sympathy. One cannot compute these values on a blackboard; and nothing happens to an individual in this regard unless it happens first in the imagination. Our initial step, then, would seem to be to ask ourselves this question: "What does he need?"—not "What do *we* need?"

Our children are motivated by a hundred needs. Our awareness, our sensitivity to these needs, will provide the passport into their world, into the realm of attitudes, and that is where we must be bound. If we can but capture the imagination of these thirty million young dynamos we shall generate a tremendous spiritual power.

We shall make a grave mistake if we shout our instructions across an abyss. Rather must we recapture that elasticity of mind and spirit that will take each of *us* over the borderline into the shadowy realm of the other's personality. This is the great lesson that adults must learn if they would work intelligently and effectively with youth.

What, then, are the major needs of these minors? Where is our wedge? I submit that their greatest need is the *desire to belong* and that most other needs stem from this fundamental drive.

It has many manifestations: the need to achieve, to "rate," to be popular, to be noticed, to make friends, to compete, to be important. This is not new. It is a drive as old as time itself. It takes men to the stars. It puts them behind bars.

The Musts of Teen-Age Youth

SITTING in conference with the hundreds that come to me each week, I find that the most deeply rooted of all their searchings is the desire for social and personal recognition. It may differ

in its expression according to age level, but always it is there, pushing upward—a poignant, often inarticulate yearning for the security that comes from being an important part of a whole. Running alongside this search is a fear of failure that in these sensitive, plastic years of adolescence sometimes makes a young person a little desperate.

Watch this drive at work in your home, Mother and Dad. Feel the challenge it presents—a challenge to you to find ways for your children to "belong."

"I want to belong" is behind most of the boy-girl relationship problems. It throbs behind the jealousies. It squirms around the family squabbles. It raises its voice in sullen protest in the adolescent who is subjected to the unfair weapon of sarcasm in the classroom. It becomes rebellious and defiant in the face of adult ridicule. It swaggers its significance in that aggressive

teen-aged gentleman who tells his dad how to run his business. And it is the poignant echo that rang through the sobs you heard from the third floor when Mary was turned down by the high school sorority.

It is the writing on the wall behind the complaints you hear, and hear again, from your own children or your neighbors'—

"I'm not a *kid* any more!"

"My parents are divorced—remarried, have other children. Where do *I* belong?"

"Well I don't care if I *am* only fourteen! Why can't I date?"

"I can't stand my big brother! He calls me '*slave*.'"

"But, Mother, I can't go out with him in *ox-fords*. I'd look silly. *All* the kids wear dirty saddle shoes!"

"I *know* I'm size 11, Mom, but *they* wear size 40 sweaters! I'll look a fool!"

It is the voice that sends the hand into the make-up box. It accounts for Bill's sudden interest in the brilliantine bottle. It throws light on the paramount question in high schools everywhere,



© H. Armstrong Roberts

"Should I go steady?" I try very hard to give them all the values, pro and con. The question is so natural. "At last I belong."

Learn from the Past—but What?

ONE of the most ineffectual approaches to any youngster is that lofty phrase "In *my* day." They always discuss it vehemently when parent-child questions arise. "But our day is different," they say. "In *this* day a fellow can eat his breakfast in London and his dinner the same night in New York." And so when we say "In *my* day I didn't wear *my* sweater backwards," our day takes a terrible tumble in the eyes of youth and is often held up to ridicule.

If we must say "In my day," let us remind them of the things that never change. Thus might we give a real prestige to "my day" by saying, "In my day, I wondered what *you* are wondering. In my day this drive that devils you also deviled me. I wanted so much to be popular, but I enjoyed an exalted popularity when I discovered the thrill of making others important.

"In my day I, too, thought that I was 'different' and that the boys wouldn't like me, but I discovered that fifteens, all over, feel like that. And the greatest satisfactions of my day came when I talked to a lonely girl in school (yes, we had them, too) and when I made real contributions to my school and to my home. Yes, in my day I fell in love on Monday and out again on Friday; and I was grateful for the knowledge that to be serious one must get past *falling* in love and must *grow up* in love."

Thus shall we make an entering wedge, and instead of using our own emotional pressure we shall use life itself as a measuring rod.

As a youth counselor, I find the following approach effective and telling:

"Yes, you *may* belong. The sacredness of the human personality shines radiantly throughout the lines of our Constitution. But you are challenged to play fair, Mary. The other fellow must belong, too. Turn Bill down nicely, won't you, even though you don't want to go to the dance with him. It does not fit into the American way to form self-satisfied, smug little cliques that shut out the lonely folks. If you would belong, Bill, don't resent discipline. Society erects barriers for those who always put the emphasis on self. Remember Mussolini on the balcony with chest and chin out? Important? Yes. But when importance turns into arrogance, it hangs by its heels in a Milan square."

When they pose questions on petting and all the many hazards that surround the young person in the years of early romance, I find myself projecting the values through their eyes, thus avoiding

the offensiveness of moralizing. "Yes, perhaps you may get more dates, but don't choose a flashy importance. If you are fifteen—sixteen—seventeen, will you be *very* kind to the girl you're going to be at twenty? She will want to belong, and you'll feel so frustrated, so out on a limb if you have deprived yourself of the right to belong when it means your whole future happiness." Show our girls that there is something in it for *them*!

To the teen-age boys, I find myself saying, "You tell me that, the war being over, you cannot experience the adventure of going all over this country or to other lands. But you, too, can board a plane or a ship or go where you will in this vast America. Doctors, engineers, humanitarians, artisans, teachers will be needed all over the world. Adventure is yours! But this time the helmet will be golden, and you won't have a gun in your hands, thank God! Instead it might be a blueprint, a T square, or a test tube. However, they'll turn you back at the gangplank if you've missed out on your education. So stick with your schooling. Don't let some temporary importance fool you. Be kind to the fellow you're going to be at twenty." Show our boys that there is something in it for *them*!

Then the end of that furtive search shines before them. Then they listen. Then they ask more questions of us. Surely this is the ideal situation—to have boys and girls come to *us*.

On with the Building!

WE LEAD them, thus, to answering their needs. We know that material things have their place, but we also know that the *real* sense of achievement will come from service and adaptability. So shall we bring them to an inner realization that when one has developed a warm appreciation of one's fellow man, one is beloved.

This is a matter of inner growth. All growth is slow. Be patient. In the process they will make mistakes. Let us expect those mistakes but never pass them by or let them slip through our fingers.

Let us not say to ourselves "How terrible!" Rather let us exclaim "Heaven be praised." For now, through a vivid experience, these intangibles become real and meaningful. The way is now open to help this newborn adult to form the philosophy he will need.

And so we may find ourselves saying to John, "Take heart! This may provide a ticket to the front seat in the dramatic business of belonging for all time. Now those things of which we have spoken, and also those things which you and I were too shy to discuss together, are surging through you and have taken on proportion.

"Thus, out of these mistakes, my son, you and I shall build life together."

LET'S GET RID OF

Prejudice

RUTH

BENEDICT



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AS A NATION of intelligent, civilized men and women we decry the Nazi-instilled prejudice that gave rise to mass murders unparalleled in the history of our Western world. We have even gone so far—a great many of us—as to decry the prejudice that we recognize, in all its menacing forms, in our own country.

Some of us have gone even farther; we are trying to do something about it. Many groups have planned constructive programs to erase ideas of prejudice from the minds of our children and young people—or actually to keep such ideas from ever developing. Most of these programs, however, put the heaviest responsibility on the schools. Most of the books and articles against prejudice and discrimination that have appeared in the last five years were written chiefly for the schools.

But surely if the schools can do much to get rid of prejudice—and many of them are doing it very successfully—the home can and must do as much and more. Building a better world must be taught in both places, even though we may expect the tactics of parent and teacher to be somewhat different.

HERE is a clean, clear, specific suggestion that means exactly what it says: Let's get rid of prejudice, that repellent blot on the fair face of our mother country. We cannot deny that it exists, but we can arise and fight it with all that's in us. We can bring up our children to believe in fairness and generosity to persons of differing races, backgrounds, and cultures. We can foster fairness among our neighbors, encourage it in our schools. This is the sixth article of the study course "The Family Builds the Future."

The Oneness of the Family

OUR families are usually little homogeneous units. Seldom do the two parents come from groups that are locally at odds. And even in the relatively few homes where the father and mother are of different nationalities, the children are likely to see the problem—if there is one—as being just a matter of "what Mom is like" and "what Dad is like." They seldom see it as a race problem.

In our public schools, however, it is a general rule that children of several different nationalities are thrown together. Even in our small towns there may be a mingling of Old Americans, Irish, Jews, Italians, and Negroes in one classroom. If the teachers are interested, they can use this situation to bring home to the children the fact that decency and intelligence do not go by color or country of origin.

Our tight little homes do not often furnish opportunities like this. Only the most liberal of parents are likely to have such mixed gatherings in their living rooms or dining rooms. The forces of good will in America cannot count on any great number of homes to provide this special sort of experience. We need more of these homes—many thousands more—but we must be realistic enough to recognize that such families are all too rare.

Nor can most parents give the kind of instruction in "how the other half lives" that the schools can do so well. In the United States most children actually expect to receive this kind of direct instruction in the classroom, not from their parents. And most parents leave it to the teacher to get the children to gather systematic information on any subject, let alone that of local minorities.

Just what can parents do, then, if they are to help bring up children who will be able to live and let live? To begin with, perhaps, they ought to admit frankly that up to now they have fallen far short of their goal. The children who have a chance to talk or write about school programs in intercultural education repeat like a refrain: "Our parents got us started wrong," "Our parents are the ones who hold us back." Possibly they may only be making scapegoats of their fathers and mothers, and possibly also teachers blame the home when they should blame the streets. But even granting a wide margin of error, we cannot avoid the realization that the home has a job to do—and a mighty important one!

I think there are millions of parents who feel they have done everything to put their sons and daughters on the right path and are genuinely shocked when anyone complains about their children's crude expressions of prejudice. Perhaps Mr. and Mrs. Brown have always sent young Jerry and Lucy to Sunday school and have themselves taught them their prayers. They believe in the good Christian doctrine of the brotherhood of man. And yet one day little Jerry leads his gang in throwing stones at two of his classmates.

Perhaps Mr. and Mrs. Thompson have praised democracy to their children and were shocked at the ideas of a Master Race. Yet last week Mary Thompson lashed out at a Jewish girl on the way home from school, much as German children were so recently taught to do in Berlin.

Sometimes, of course, such children seem to be just black sheep, and nothing their parents have said or done can explain their behavior. But far more often the children are taking their cues from examples their parents give them—ways of acting and talking that many adults in America take as a matter of course but push into the background of their minds where they do not have to examine them. They are, in their own eyes, Christians and democrats, but if the maid is unsatisfactory, Mother asks dramatically, "What can you expect of Negroes?" When she has a complaint against Mr. Angotti in the corner grocery store, she blames all Italians because they cheat. And if she lives in a certain section of the city she calls them "wops." If she is dissatisfied with the sleazy dress she bought at the dry goods store she lays it to the dirty Jew. When father tells a funny story, it is probably about two ignorant Irishmen or a dialect story about a darky named Rastus.

The Right Kind of Differences

WHY is it that these parents fail to see the effects of their irritated remarks, their mocking stories, on their children—on Jerry and Lucy and on little Mary Thompson? Mainly because they are too confident in their own virtue and high principles. But the children gather from what they hear that all Negroes, all Jews, all Irishmen, all Italians, and the rest are "dirty" or ridiculous in their parents' eyes. They themselves have not yet had enough experience to distinguish easily the person who is honest and thoughtful and intelligent from the person who is none of these things. Instead, this easy classification by named nationality groups is put into their hands. They need little further help to decide that it's not the difference between a good man and a bad man that is important; it's the difference between "us" and a whole people with different hair or different noses or a different dialect or a different religion.

The first step parents can take, therefore, in bringing up unprejudiced children is an honest cross-examination of themselves. Not many of them, of course, are as narrow-minded and unthinking as the few who believe that all "foreigners" are "dirty" and should be kept in their place. But those who have no such obsession fall back on race classifications almost as a habit of speech. And their children all too often take them quite literally. Children have eyes like owls; they see in the dark the ready prejudices and compromises we don't like to look at or acknowledge; and they don't see at all that full blaze of publicity in which we honor democracy and the brotherhood of man. After all, they are still little children, and big words are hard to comprehend.

Then as they grow older the youngsters find an added confirmation in the fact that they have understood what their parents meant. It comes when Mother tells Jerry and Lucy that she doesn't like to have them play with Leah or Ike or Guiseppe because "those people" just aren't nice. But what the children really need is some help in learning to distinguish a mean or spiteful child from a decent one—just as in earlier years they needed help in recognizing that some individuals in any group are honest and good and some are not. Yet what they get is a blanket classification: "those people."

This classification is not only unfair to them but it lays the foundation for some of the ugliest behavior that goes on in our country. What Mother means is that there are some children with whom it is good to be seen and others whose presence can lower the social status of the family in the eyes of the neighbors. But is this worth the lesson the child learns from it? He learns "I am better than you are, not individually but because I was born above you."

The Myth of Superiority

THE idea that some individuals are "better" than others simply because they have certain physical characteristics, like skin color or shape of eyes or size of head, has no scientific basis. Depending on circumstances and way of life, Mongolians or Negroes or Whites act in different ways at different times or in different places. A thousand years ago the Scandinavians were the warlike Vikings whose barbaric exploits were feared wherever they roamed the seas. On the other hand, the Japanese people for the first eleven hundred years of their recorded history fought only one war with another country!

We all shudder today at the Nazi concept of

the Master Race and the superiority of the so-called Aryan stock. But perhaps not enough of us know that there is really no such thing as Aryan stock. Aryan is not the name of a race but of a group of languages including the Sanskrit of ancient India, the tongues of old Persia, Slavic, Armenian, Greek, Latin, German, and English. Even granting that the word could be used to designate the peoples who spoke or now speak these languages, certainly there is little unity among them—either in the color of their skin, in the shape of their heads, or in stature.

The members of the White race cannot even claim to have achieved greatness independently. They have borrowed lavishly from other cultures to give their civilization its strength and vigor. Steel was invented in India or Turkestan and gunpowder, paper, and printing presses in China. The basis for all our complicated mathematics came through Arabia by way of the Moors. As Japan has borrowed in the recent past, so have we borrowed over the centuries. We are all debtors to other nations.

Acting Out Our Beliefs

THE most positive thing parents can do for their children in this whole matter of training in intercultural relations is to *let their own lives talk*. Perhaps they may do nothing more than join with the Poles across the tracks to get city money appropriated for a better school, or throw themselves into the activities of a community committee working hand in hand with the Italian groups for the registration of voters. If Mother does this kind of thing easily and without condescension, it can be a page of her life that will make a volume of difference to her children.

The things parents can do in their own lives will talk louder than any preachments. And they can do them best and most effectively through respected organizations and clubs, so that such activities will give them a place in their communities and that rare satisfaction that comes with being actively concerned with our fellow men.

Furthermore, children who can think straight and act straight about racial prejudice are, in the last analysis, children who are secure and decent and generous. In other words, they are the final product of good child-rearing in all its aspects. They are children who know they are loved and who recognize that life is a mutual give-and-take. Parents who have given all this to their children will also give thought to making them proof against the inroads of racial discrimination. But the whole way of life they open to their children will be in itself a bulwark against prejudice and its tragic effects.



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JUNIORS AND SENIORS IN KINDERGARTEN



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JUNIORS AND SENIORS—when you hear those words do you think at once of young people in high school or college? If you do, you're certainly not up to date in this changing world, because today those terms may refer to *kindergarten* youngsters, the four- and five-year-olds! Let us glance into the kindergarten rooms and see what our young juniors and seniors are doing. We'll take a look at the four-year-olds first.

There are about two dozen children in this room, and we are immediately impressed with the great amount of activity going on here. Three robust little boys are playing animals; one is a lion, one a giraffe, and one a dog. They are frisking about, just like the live young animals they really are. Much uproarious laughter accompanies this dramatic play, but it seems to have no special pattern or purpose other than giving vent to high energy and spirits in joint, friendly activity.

A different kind of noise comes from the alcove

This article is based on a study of school programs for junior and senior kindergartens in which the following nursery school and kindergarten teachers are participating: Marian DeLargy, Mary Cecil Flavin, Virginia DeLana, Helen Evans Hale, and Eleanor Pahl.

where four youngsters at workbenches are using tools to make wooden boxes, under the watchful supervision of the assistant teacher. Two children are cutting out the long sides of the boxes; two others cut the short sides. Soon they will put them together.

In the block corner five children are playing with blocks of varied shapes and sizes. One makes himself a chair of several large blocks. He sits on it for a minute, then takes it apart and starts to build a house. Another is making a complicated tower of small blocks, and three are cooperating on a train project.

But there are quiet areas in the room, too. A group of seven or eight youngsters are sitting cross-legged on a rug, attentively listening to their teacher's quiet voice.

She sits on a low chair in their midst, reading a story to them. She pauses every few minutes to hold up the book so that they may see the attractive illustrations. Several children are seated on low chairs at a small, round table looking at picture books. Occasionally one of them laughs gleefully and holds up a picture for his neighbor to see, but mostly each child turns the pages of his own book and pays little attention to his companions.

In the doll corner one little girl is undressing a doll and putting it to bed. A little boy and girl are playing tea party with two dolls sitting at a table. Also at this end of the room are a couple of easels. On one of them is a drawing that some child has finished. We think it is intended to be a house, but it's not easy to be sure. The little boy at the other easel splashes color in generous amounts over the paper and tells us that he is making a train.

We wish we might linger to watch these little groups of happy children as they do other things, because we know that their activities change frequently with their rapidly shifting interests. But we must go on, for we want to glance in on the five-year-olds, the seniors, too.

The Two-Year Kindergarten

ETHEL KAWIN

AND THE NURSERY SCHOOL-KINDERGARTEN STAFF OF THE GLENCOE PUBLIC SCHOOLS

Seniors Plan Their Play

HERE they are—some twenty-five of them, busy as beavers! Even at first glance they seem older, more settled, somehow, than the juniors were. Almost a quarter of their big room is taken up by a tiny village. They have built it out of cardboard packing boxes and large blocks. It must have taken quite a bit of planning, and it has been some time in the making. It has a general store, a post office, a school, and two tiny houses. Just now the children are preparing signs to post on and in each building. The teacher writes the signs, but the children tell her what to write.

Several youngsters in one house have already set up housekeeping. The little mother is putting the dolls to bed while Grandma is cooking the make-believe dinner and Father is attending a meeting in the village square.

In the alcove a group of children are working with the assistant teacher. Several sit at workbenches making parts of a little delivery truck for the village store. Two youngsters are painting the finished parts. We are told that there was difference of opinion about what color the truck should be, but the matter was finally decided by vote.

Over in the library corner four or five children are looking at books. They wait patiently for the teacher to come and read them a story. They will be interested in looking at some of the big printed words, as well as the pictures, in the book she reads. Most of them cannot read the words, but they know that these symbols mean something.

Here, too, are easels and a couple of children working at them. It is much easier to recognize what they are painting than it was to tell what the four-year-olds were trying to portray. And in these senior-kindergarten paintings we see a much more purposeful use of color. One picture of a house and garden is very gay with red, yellow, green, and blue. We can see the people inside the house because our young painter draws them just as if the walls of the house were transparent!

Even in our two brief glimpses of these kindergarten rooms we have been able to observe definite differences between the activities of the junior and senior groups.

IT'S a sad commentary on American education that most of our children still have no chance to go to kindergarten, yet the values of kindergarten have been demonstrated over and over again. Various studies have shown that children who attend kindergarten are much more ready for successful first-grade experiences than are those who had no such opportunities. Slowly but surely, however, kindergartens are being recognized as an essential part of American public education.

Though all too many backward school systems have still not added kindergartens to their elementary units, public and private schools of the more progressive type are rapidly extending their programs downward to include junior kindergartens and nursery schools.

A number of research studies on the social development of children indicate that by the age of four most children are ready for genuinely cooperative play in little groups of three or four. When given opportunity to associate with other children,

IN kindergarten the child begins to learn to do things under skillful guidance. And interesting indeed are the differences between the activities of four-year-olds and five-year-olds! The sixth article of the study course "The Precious Preschool Years" describes the benefits of kindergarten and shows how these early experiences can help the growing child.

they begin to get what is sometimes called an "in-group" feeling. It seems desirable to take advantage of this readiness for cooperative play and identification with a group as soon as it appears.

In the process of growing up each child must go through a series of *developmental periods*; at each level of growth certain *developmental tasks* must be accomplished successfully before he is ready to go on to the next phase of growth. He babbles before he talks; he creeps before he walks. He learns to play with one or two children before he is ready for a group of four or five. And he must have many and varied experiences with small groups of children before he can be ready to adjust satisfactorily as a member of a whole school-class of boys and girls.

In a good nursery school or junior kindergarten the child gets his first group experience under the guidance of trained adults who know how to furnish him with the type of social experience for

which *he is ready*. Since most four-year-olds are able to participate in truly social play—that is, play that involves a common project—it seems desirable to give them public school experience at this level.

The question that naturally arises is this: If children are ready for such experiences at four, why should we also provide five-year-old kindergartens for them? If we study children carefully, we find that at five they are ready to do quite different things from those they did at four. Of course children vary in the rate at which they grow. At four some youngsters seem like three-year-olds, whereas others appear to be as advanced as five-year-olds. Likewise, at five some seem more like four-year-olds, whereas others seem to have reached the six-year-level in many ways. Although individual differences in development should always be recognized and provision be made for them, children are sufficiently uniform in their growth for us to consider four-year-olds as one group and five-year-olds as another. What then are some of the most obvious differences between them?

Physical differences. Both four- and five-year-olds are still learning to use their large muscles skillfully, and both need many activities that exercise the larger muscles, such as running, climbing, jumping, and sliding. Four-year-olds have a tremendous motor drive; they are so constantly active that at times they seem to be human bundles of energy. A year later they will still be very active but will be more agile and also better able to control their bodily activities. Four-year-olds often seem to be running and jumping and exercising for no purpose other than the movement itself, whereas five-year-olds are much more likely to direct this activity toward some end.

In the four-year-old the coordination of the finer muscles is still very imperfect, although he is beginning to acquire some control of them. He can learn to lace his shoes; he can learn to cut with scissors quite successfully. About a year later he will also be able to tie his shoe laces and to use his scissors with a good deal more accuracy in cutting on a line. In general, the five-year-old has a much greater degree of control in fine-muscle coordination than he had when he was a year younger. At four many children still use either hand for most activities; at five most children have begun to show a definite preference for the right or the left hand.

Because of their high degree of motor activity, four-year-olds become tired easily, and most of them still sleep in the afternoon. By the time they are five most children are giving up regular afternoon naps in favor of a "quiet time" after lunch.

Mental differences. One of the outstanding and

obvious differences between four- and five-year-olds is in the length of time for which they can pay attention to any one thing. Most four-year-olds have a short attention span; they are apt to flit from one activity to another and can sit still and listen for only a few minutes at a time. Five-year-olds are much better able to concentrate, and if they are interested they can sit still and listen for about twice as long as they could a year earlier.

The child's mental processes both expand and deepen as he goes from four to five. The four-year-old is interested in doing things, but he usually doesn't care too much why he does them. His interests and his curiosity are fleeting. He does not delve into things. By five he will be interested in why he does things and he is likely to plan ahead.

Mental growth at this period is clearly reflected in the language differences of four- and five-year-olds. The younger child is a great talker. He often likes to play with words, partly for the enjoyment of the sound itself and partly because he is experimenting with the meaning and use of new words. The five-year-old uses language more purposefully and often surprises us by his logical and clear expression.

Social and emotional differences. Probably the most striking difference between four-year-olds and five-year-olds is found in their social development. At five, children can develop an actual sense of responsibility toward the group—a sense of fair play. They can work and play in much larger groups than can four-year-olds. And their greater socialization is reflected in their emotional behavior. Four-year-olds are much more likely to express their emotions without any consideration for the group. By five they have better control and are more likely to think of others before they express their feelings.

Cooperation for Survival

BECAUSE of limited space, we have been able here merely to touch upon some of the most obvious differences in four- and five-year-olds. We know that most children are ready for genuinely cooperative activity with other children at the age of four; we know that they are capable of still greater degrees of cooperation at five. Two years of learning step by step how to live and work with others are sound preparation for the more complex and academic tasks of living and learning in the elementary grades. The scientists who have ushered us into the atomic age tell us that in this new era survival will depend upon cooperation. Four years of age is not too young to undertake that formidable task of learning how to live and work with others in peace and brotherhood!

NPT Quiz Program

Coming to You over Station HOME

Through the facilities of the National Parent-Teacher

GUEST CONDUCTOR: ERNEST G. OSBORNE

● *I know it's important for children to have experiences in taking responsibility in the home, but how can a family living in a modern city apartment do very much about this kind of training? There seem to be so few opportunities.*

TRUE, there are many more jobs for children around the house in the small-town or farm home. As a responsibility, bringing in the bottles of milk from the back door every morning hardly compares with caring for a cow and milking her. Nevertheless in any home there are responsible and rewarding jobs for children. But remember, parents themselves must be convinced of the value of these experiences, which lies in the fact that each member of the family does things for the good of the *whole* family.

The first thing to make sure of is that at least some of the jobs are interesting and challenging

to the children. A mother who does all the meal planning and cooking herself and leaves only the dirty dishes for her youngsters is not likely to get continued and willing cooperation.

On occasion, and with mother standing by, even fairly young children can take full responsibility for an evening meal. The quiet approval of the parents and their enjoyment of the dinner, even though a few little things may have gone wrong, will bring the satisfaction that means so much to all children.

Planning and carrying out a family party, designing and making Christmas cards to be used by the whole family, helping to select a new piece of furniture for the house—these and dozens of other jobs children can take on satisfactorily and do surprisingly well.

Remember also that participation in planning is one of the most important experiences children can have. Let the whole family sit down together in a family council. Let them work out plans for a holiday trip or decide how to use that extra fifty dollars, so unexpectedly saved, or discuss the ways in which everyday routines can be worked out more smoothly. These—equally as important as washing the dishes or bringing in the milk—are experiences that will build the attitudes and skills essential for a good family member and a worthwhile citizen.

● *My sixteen-year-old daughter's social activities worry us. The youngsters with whom she associates are nice enough, but their parties last much later than we think is right. Suzanne is very unhappy when we insist that she come home early. How late do you think children of this age should be allowed to be out?*

TO BEGIN with, take heart. You are not alone, for your concern is shared by thousands of parents of teen-age boys and girls. Some of these parents find it helpful to ask themselves why they are disturbed about late hours. Often when one looks at the reasons for one's anxiety, some of the worry evaporates.



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You may discover that one of your objections to late hours is that of health. Most people feel that a growing youngster should always go to bed pretty early lest his health be impaired. But how often does your Suzanne stay out late? If late parties or dances occur once a week or even less frequently, it is questionable whether the health factor is an important one, even though the coming-home hour may be after midnight. This is particularly true if she can sleep late the next morning. For this reason Friday night parties seem to be the most advisable.

Parents also fear that late hours may be somehow or other tied up with undesirable activities and bad companions. But here again the specific situation needs to be examined. If the boys and girls involved come from homes in which wholesome and healthy attitudes have been developed, there would seem to be little reason to think that their activities and friends might be less desirable after midnight than before.

As a matter of fact, youngsters of this age may be expected to carry on most of their social activity in groups rather than in twosomes. And it should be reassuring to parents to realize that, although the old-style chaperon is rarely found today, young people's social activities usually occur in private homes or in other places where adults are on hand.

BEING one of the gang is so important to the growing teen-ager that any parent should hesitate before laying down rules that will make his child feel too different from the others. To insist on an early return home—earlier than is decreed for the rest, to have a father call for his daughter when no other father does, or in other ways to make a young person seem unduly conspicuous may definitely interfere with the social acceptance so essential to the adolescent.

In some communities groups of parents have got together and agreed upon a reasonable closing hour for parties. If general agreement can be reached so that the families can take a stand together, this procedure may commend itself. On the other hand, since growth of emotional independence and intelligent self-direction are important objectives during the adolescent years, some question may be raised even when there is such general agreement.

If you do feel strongly that some changes must be made in your coming-home regulations, it would be well to bring Suzanne in on the discussion. And if, in the past, you and she have settled your differences in point of view reasonably, the problem can be worked out successfully without arousing her antagonism. She herself can probably suggest a compromise solution.

● *My nine-year-old Jimmy is everlastingly reading the comics. My mother thinks I should not allow it, but I just can't face the struggle it would be to get him to stop. Do you think comics are bad for him?*

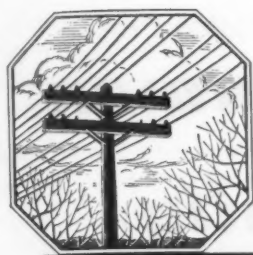
UNDoubtedly children have been interested in what some adults would call cheap literature ever since there were things to read. Your own father probably read Horatio Alger, Nick Carter, and the yellow-backed thrillers, which he often had to hide from his parents and teachers.

Today we have the comics. Teachers fear that children who read them regularly will develop no interest in good literature. Parents are often concerned that their children will be emotionally upset by some of the dangerous situations and the gory struggles portrayed. Both groups feel that too much time is wasted in reading the comics. Yet a number of competent psychiatrists and educators believe that the comics furnish a good emotional outlet and release for children. The way children identify themselves with a powerful character, the simplicity of the good-and-evil pattern in these pictured stories, and the ease with which a story can be grasped are among the positive values pointed out. As for the cruelty, the gory struggles, and other violent incidents—are these any worse than the ones in widely known fairy tales?

If your child spends a great part of his free time reading comics, try to find out why he is avoiding social contacts with other children. Unless they have some social difficulty, some feeling of insecurity, most children will want to spend a good deal of time with playmates. But, of course, you would be equally concerned if Jimmy avoided these activities by reading good literature!

What seems to be an excessive interest in the comics may also be the result of too rigid control imposed by adults. Even grownups feel restricted to some extent. Witness the popularity of detective stories, war stories, and tales of adventure. All of us need some substitute for adventure, especially in a highly organized society like ours. However, we ought to make every effort to allow our children as many firsthand experiences in active living as they possibly can have. Athletic games, hikes, and trips satisfy most children's cravings for action and high adventure.

The most sensible approach for you, as a parent, would seem to be this: Use your Jimmy's interest in comics as a springboard from which other interests can be developed. The comics need not take the place of *Tom Sawyer*, *Treasure Island*, the Jules Verne tales of scientific adventure, or other exciting and worth-while stories. The alert parent or teacher can bring these books to the attention of youngsters without breaking down their loyalties to Superman. It takes time and patience, but you will be highly rewarded for both.



Notes from the

NEWSFRONT

Fingers Fly Faster.—Using a new typewriter keyboard developed during the war to increase efficiency, fourteen Navy Department typists were able to boost their production almost 75 per cent, thus saving the Navy \$133 a month. As added proof of the new machine's value, the speed record for typing jumped from 149 words a minute on the old keyboard to 182 words on the new.

Home Is Where the Heart Is.—So believes Thomas Mann, the great anti-Nazi German novelist, who recently replied to German friends urging his return to the fatherland, "Here (in America) I have built my house. And here in this house, thankful for each new sunny day, . . . I would end my life's work—partaking of an atmosphere of power, reason, abundance, and peace."

Ultramagnification.—Very few substances are going to be able to keep their structure a secret now, unless they can hide it from a newly perfected electron microscope. This instrument has an electronic "gun" that will permit scientists to magnify an infinitesimal particle 180,000 times.

A Day To Remember.—The tenth annual observance of National Social Hygiene Day will be held, according to custom, on the first Wednesday in February—February 6 this year. This is the date of the annual meeting of the American Social Hygiene Association, which, like the National Congress of Parents and Teachers, is working to build "better health, better homes, better communities." For further information write the offices of the Association at 1790 Broadway, New York 19, New York.

Dobbin Beats the Iron Horse.—At last the horse has outrun his iron rival! It all happened when the Northern Pacific's North Coast Limited was heading into Spokane through a thick fog. In the path of the headlight the engineer spied a horse, so he halted the train and pulled his whistle. The horse responded not by moving off the track but by running *down* it, forcing the train to trail behind him all the way to the station.

Advantage Found for Long Tongues.—Beekeeper Henry Oberholtz of Carthage, Missouri, is now convinced that a bee can gather more honey when it has a long tongue. He made his discovery when European relatives on the Polish-Russian border sent him some long-tongued bees. Surprisingly the newcomers produced three times as much honey as native bees, probably because their long tongues could probe farther into the honey-bearing blossoms.

Fertile February.—Research workers at Yale University have discovered that cows whose calves are born in February give more milk during the next eight months than those whose calves are born in any other month of the year!

A Cure for Dishpan Hands.—Almost any day now you may be able to get one, and without buying a wonder soap, either. An ultramodern dishwasher, recently previewed, actually burns the dirt off dishes—including such hard-to-remove foods as egg yolk and bacon grease—without damaging the plates at all. It "dries" dishes just as easily, with a puff of air to blow off the incinerated dust.

Something Old, Something New.—All the copy for Chicago's Chinese newspaper, *San Min*, (Voice of the Free People) has to be painted in red-ink characters by the reporters, since the only Chinese typewriter has a keyboard so limited that it is impractical for general use. There are no linotypes, and every page must be hand set by compositors whose workboxes have 40,000 characters. On the other hand, the office boasts telephones, a radio, and a rotary power press to run off each day's edition.

Susan B. Anthony Day.—February 15, the birthday of one of America's great pioneer leaders, is another memorable date in a month bright with honored names. American womanhood (and manhood, too) owes a great debt to her unswerving singleness of purpose and her lifelong championship of woman suffrage, higher education for women, and the rights of married women.

Facts and Figures.—The average number of years of schooling completed by city children is 8.7 and by farm children 7.7, according to a Twentieth Century Fund publication.

Arsenic Gets Poisoned.—Arsenic has finally met its enemy, thanks to a special alcohol developed in Britain to combat the effects of lewisite, a war gas. Called BAL, this antiarsenic chemical has already saved more than 200 patients poisoned by arsenic in the course of a treatment for syphilis.

Reflected Glory.—Her sons have added luster to the name of Harvard University, now well over three hundred years old. Sixty Harvard graduates, according to the university's *Alumni Bulletin*, have become college presidents. The editors add that in any college on this continent the chances are one to ten that its president will be a Harvard graduate.

Frantic About Fingernails?—If your fingernails are constantly cracking and breaking, nutritionists would tell you that you may not be eating enough protein; that is, not enough meat, eggs, cheese, and the like. And if your hair doesn't have a healthy sheen—well, the answer's the same. Protein foods contain cystine, a specific protein that helps both fingernails and hair.

One World, Many Languages.—The natives of the Philippine Islands have more than 50 different languages and dialects, and in Soviet Russia one third of the population does not speak Russian but 145 other tongues.



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THERE is no problem before the world at this time more important than that of freedom through human brotherhood. We had to win World War II if we were to avoid becoming slaves. Now we are beginning to realize that winning the war has not meant the winning of freedom; it has only given us the opportunity to work for it anew. Now we are up against the really tough problem of finding out how we can secure for ourselves the freedom we crave, and keep it.

More than a century and a half ago the thirteen colonies fought a revolution so that they might through independence win freedom. But I wonder how many people realize that independence and freedom do not mean the same thing. The world in which we live is one in which there is closer and closer interdependence. We are all of us becoming dependent on more and more people because we are living a life of specialization. This in turn calls for cooperation and coordination on a large scale—which means inevitably a lessened degree of independence, but not loss of freedom. In our increasing dependence each upon the other we can still enjoy freedom. For having freedom means, in the long run, that we can do the things we want to do. And today our society, our highly complex society, gives us more powerful means for doing

The Human Family IN THE ATOMIC AGE

the things we want to do than we have ever had before. Note, however, that those means are *cooperative*. If we want to have freedom in the modern world, it will be a freedom with many forms and degrees of dependence; it will not be a freedom with independence.

During the war we had freedom in a very real sense. We were all working for victory. We had to beat the enemy; we had to bring success to our armies. And working toward that victory each of us could count on the other fellow to do his part.

Because we were determined not to let anything stand in our way, the thing for which we were working became an accomplished fact. And our victory was an expression of freedom of the citizens of the world, throughout the world. As long as they had freedom they could choose what they wanted to do and work *effectively* to get it done.

Many Talents, One Purpose

IN THIS modern atomic world we must keep on learning and practicing that free, cooperative method of getting things done. You would hardly forgive me if I did not use as an example the cooperative work in which a number of us have been engaged, in connection with the development of the atomic bomb. That effort is the best illustration I know of the fact that strength in the modern world comes through diversity, through the achievements of a great many different kinds of people who know how to do a great many different kinds of things.

Take our job of releasing atomic energy. The people needed for that job came from many different countries, had a great variety of backgrounds. It had to be that way, for science at that level is a world-wide enterprise. This, by the

ARTHUR H. COMPTON

way, is one reason why my scientific colleagues are so insistent that there be no hampering ties on science. Its growth is a universal human effort, and without this growth our whole world is unnecessarily confined.

Right here at home we had an unusually capable group of scientists working on the experimental aspects of atomic fission, and they were able to catch the vision of its possibilities. But the job could not be done by scientists alone. There had to be engineers, men who could translate those possibilities into practical reality, using the tools at hand. Then the government called in industry and the Army to coordinate an enterprise that had now become a national undertaking. We ended up with a million people in different parts of the country, working on various aspects of the problem—not only the scientific men and the engineers and the industrialists and the Army men, but skilled and unskilled laborers learning to do jobs that they had never even heard of before. They learned them quickly and put their whole heart and soul into the work. For some it meant discomfort—getting out into the mud and dust and heat and cold. For some it meant the grave inconvenience of traveling from one end of the country to the other, breaking up their homes and making new ones. But they worked with a will, and worked together.

Eyes on the Goal

BUT right here is another question. Why did all these different people *want* to work on this job? It was hard for them to understand each other, hard for us Americans and British to understand not only the English of our foreign friends but their motivations and interests. Engineers and scientists always do have some trouble in understanding each other. The scientist can't see why the engineer wants to take facts and put them into concrete application. The engineer can't understand why the scientist isn't interested in doing the human kind of thing that will supply

HERE we have the ABC of the dawning new age. A is for Atom, B is for Brotherhood, C is for Cooperation. A scientist of great distinction points out the problems and the prospects, outlines the task, and gives us ground for hope that we shall not fail.

every man, woman, and child with the things he or she may feel are essential.

In the work on our project these differences in points of view were often difficult to reconcile. Many times, in the halls of the University of Chicago, our discussions about what we were going to do and how we were going to do it would go on and on, with no apparent basis for agreement. Each man wanted to save the world in his own way, and it was hard for many of them to believe that the world could be saved in any other way.

But always in the end we realized that above all every one of us wanted victory and that for victory we had to get the bomb made just as soon as it could possibly be made. Nothing must stand in the way. Each of us was prepared to work with the others to attain that tremendous objective. It was really inspiring.

And so I say we can have great strength as long as we can get different groups to fit themselves together. But the versatility of such an assemblage, the abilities that make possible our feats of strength, is itself a hazard unless we have within ourselves the spirit, the desire to work together. It is the awareness of a common objective, one worthy of honest effort, that makes it possible for us to sacrifice our lesser interests in favor of the great interests that mean so much to us all.

The World Our Workshop

AS WE look ahead down the years and try to see just what the atomic world needs, we can trace rather clearly the trends that are shaping our progress. One of these is illustrated by what I have just said about the need for cooperation. Only a century and a half ago most of our country was a wilderness. The pioneer who lived in that wilderness was self-sufficient. He prided himself on not needing the help of others. A few simple tools, a few domestic animals were enough to assure him life and the means of livelihood. But today we see our society becoming more and more complex. It is a society that thrives on our contributions as specialists, and as specialists we are compelled to work together. That is the trend of modern society, the direction of our social evolution.

Nor has this trend been confined to the present postwar period. It has been a gradual growth, greatly accelerated during the past century. Now we are right in the midst of what is perhaps the most swiftly moving social change that man has ever known. The direction of that change is toward further specialization and, therefore, further cooperation.

What does this mean? It means that from here

on only that form of society will survive which is prepared for cooperation. It means that the spirit of love for one's neighbor, as expressed in the desire of each to work for the good of all, becomes essential to the survival of our social system.

That is the main direction in which we are moving. To keep us on that pathway, from which we dare not stray, we need many things. We need, first, precisely the kind of education that has been going on during the war—education in the need for working together.

Then there is the need for a man to know how to do his special job—the technical training, the understanding of the way to do things, and the skills with which to do them.

Another kind of education is needed to enable people to coordinate the work of each person with that of every other person. There must be those who have developed administrative ability—an understanding of business and industrial relationships, a knowledge of personnel problems and how to handle them.

Freedom—for What?

BUT perhaps more than anything else in our educational programs we need to cultivate our understanding of the objectives toward which we want to work. This is where education fuses into religion. All religions today have in common the task of bringing to our people an understanding of what the values of life are and a keen awareness of those values as an essential part of living.

This is the task that must be done if we are to have the freedom for which we have earned the right to strive. To put it very simply, you can't have freedom unless you know what the values are toward which you want to work and unless you know how to work effectively for them. Most of all, you must have the impelling *desire* to work for them. That is the task of religion and education—to make sure that we have the ideal of serving the common welfare so deep in our souls that we are prepared to devote our lives to it. Then and only then will all be able to work together.

My colleagues on the atomic bomb job are as active as they know how to be in calling the attention of the nation to this one fact: either we will live together with a common objective and in common brotherhood or—we *will not live*.

Here let me emphasize a fact that must not be forgotten. This need for a common objective is not a nation-wide need; it is world-wide. We are not the only nation to sense a need for a common objective that will lift us above our differences. Britain, Germany, Japan, Russia, China, Brazil are all alert to the problem of finding a way, cooperatively, to raise the level of man's existence.

Through Knowledge to Power

WE HAVE heard much and read much in recent months about the terrific problems brought about by man's ability to destroy himself. Are we as confident as we should be, however, that this same ability can make it possible for us—if we put our strength, our power in the hands of a group in which we have faith—to control our world as it has not been controlled before? I think we are beginning to be, and for this reason I am truly optimistic about what the future will mean to our world. But it is something that can be done only if we agree that we are going to do it, and that agreement can be reached only if we, as citizens of the world, *attain this common desire to work together*.

As a scientist I am sometimes asked whether science in the modern era has not placed upon man a dreadful responsibility and therefore plunged him into a very serious situation. I cannot deny the truth of this, but I always think of the old Bible story. The Tempter, you remember, came to Eve and said, "You have been told not to eat of the fruit of the tree of knowledge." Her answer was yes, she knew that. "But I tell you," warned the Tempter, "that the fruit of the tree of knowledge is the knowing of good and evil and the knowing of good *from* evil." Being tempted, the woman and the man ate. Then they saw that they could distinguish good from evil, and they found that from that time on they could not be at peace with themselves unless they worked for what they thought was good. They found, too, that if they did evil, it hurt them. When, in despair, they tried to get back into the Garden of Innocence, an angel with a fiery sword barred their way.

Through Power to Peace

IN RECENT months we have got into our hands new powers by which we can shape our world. They can be used for tremendous destruction. But it is no less true that we have in them the possibility of giving mankind such good as has never been known before.

Sometimes in our despair at this responsibility we wish we could go back to the preatomic age. But that same angel with the same fiery sword once more bars our way. We can never return to our Garden of Innocence.

Somehow, perhaps, like that original man and woman, we shall find—by making use of these powers, by working together, by making mistakes and building on our mistakes—how important it is to work for the good. And then we shall find that in gaining this knowledge we have earned the right to be called the children of God.

GLINT LIGHTS FROM THE PAST

REVEILLE to motherhood—that was the call that went forth forty-nine years ago, when the idea of assembling the mothers of America into one vast association to promote the well-being of all children was a thing unheard of and when, like most unheard-of things, it was regarded with caution, as all great new enterprises are likely to be. What followed the first meeting of the National Congress of Mothers is known to all of us, and no one of us can think back to that event without a quickening pleasure and a new appreciation of Founders Day.

On the next two pages of this magazine will be found a picture gallery of the state presidents of the National Congress of Parents and Teachers, leaders who today serve the cause of child welfare as loyally and faithfully as did their predecessors through the years.

During the first half decade of its history the National Congress of Mothers numbered only eight states among its branches. These included New York, which has the double distinction of being the first state to organize and also the only one to have done so during the very first year of the Congress' existence, 1897. This organization of New York women was completed at a meeting immediately after the close of the founding session of the National Congress, and at that time Mrs. Fannie S. Barnes was elected the first president.

TWO YEARS afterward, in 1899, Pennsylvania organized, naming as its presiding officer Mrs. Frederic Schoff, who was later to serve as National president for eighteen consecutive years. Of Pennsylvania's first election Mrs. Schoff later wrote, "Mrs. (S. C.) Eastburn was urged to become the first president, which she positively refused, saying 'This is thy child, thee is its mother, thee must be its president; I will be thy secretary, but I will not be president.'"

In the next year, 1900, four more states joined the National Congress. One of these was Iowa, where interest in Mothers' Clubs, as the units were then called, had boomed during 1899, immediately after its capital, Des Moines, was accepted as the site of the Fourth National Congress of Mothers. The woman who did so much to bring both of these events about, Mrs. Isaac L. Hillis, was fittingly elected president. New Jersey (with Mrs. Edwin C. Grice as president) and Illinois (with Mrs. Roger McMullen) also entered the National organization at this time.

The fourth state to become a member in 1900 was Connecticut, which chose Mrs. Frances S. Bolton as its presiding officer. An interesting story is told about Mrs. Bolton's attempts to organize her state. It seems that, following the fashion of serving elaborate refreshments at almost any gathering, she had made arrangements for entertaining two hundred and fifty people. On the day scheduled a drenching rainstorm blew in from the sea, deluging the state and preventing all but ten women from attending! The Bolton family later declared that they lived on party refreshments for months afterward.

The last two states to join during this first half decade were Ohio in 1901 (with Mrs. J. A. Jeffrey as its first president) and California in 1902 (with Mrs. W. W. Murphy as its presiding officer). During the next five years seven more state branches were formed, making a total of fifteen active state congresses at the close of the first ten years.

Now, thirty-nine years later, the National Congress—like the oak tree, its symbol—has spread its flourishing branches into every state of the Union, the District of Columbia, and the Territory of Hawaii. Its many-sided program is today guided by the fifty state presidents who are building together, each in his own bit of America, a nation of youthful citizens for a new and better world. To these fifty men and women are entrusted even greater tasks than those of our early leaders. Theirs is the same vision, the same whole-souled devotion to the cause of children and youth, but the goals and activities of the parent-teacher organization now embrace all aspects of childhood experience, all the forces that touch on the lives of all children everywhere. May they continue in strength and courage as they carry out their dual task of interpreting these goals to their thousands of parent-teacher members and of welding the activities of this vast humanitarian army into a solidly unified program of achievement.

THE *Founders* AND THE STATE

THE FOUNDERS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



ALICE McLELLAN BIRNEY
PHOEBE APPERSON HEARST



Mrs. Charles T.
Shelton
Kentucky
1918



Mrs. Roger P.
Sharp
Louisiana
1923



Mr. Edmund
Ritchie
Maine
1916

The year the state congress was organized follows the name of the state



Mrs. Joseph W.
Eshelman
Alabama
1911



Mrs. James P.
Ryan
Arizona
1906



Mrs. Elston S.
Leonard
Arkansas
1925



Mrs. J. J.
Garland
California
1902



Mrs. Milo
Wilson
Colorado
1907



Mrs. Jesse L.
Mariner
Connecticut
1900



Mrs. John W.
Reynolds
Delaware
1911



Mrs. Arthur
Watkins
District of Columbia
1905



Mrs. Walter
Beckham
Florida
1921



Mrs. J. C. Owen
Georgia
1906



Mrs. Harold
St. John
Hawaii
1926



Mrs. Howard J.
Maughan
Idaho
1905



Mrs. Frank A.
Damm
Illinois
1900



Mrs. Robert F.
Shank
Indiana
1912



Mrs. L. S.
Mumford
Iowa
1900



Mrs. Ben
McCamant
Kansas
1914



Mrs. Robert G.
Doty
Maryland
1915



Mrs. Harry S.
Wright
Massachusetts
1910



Mrs. William M.
De Voe
Michigan
1918



Mrs. Herbert J.
Parker
Minnesota
1923

PRESIDENTS OF THE . . .



National Congress of Parents and Teachers



Mrs. D. R.
Jenkins
Mississippi
1909

Mrs. Frank
Wheeler
Missouri
1912

Mrs. Dallas J.
Reed
Montana
1915

Mrs. Charles A.
Snyder
Nebraska
1922

Mrs. L. E.
Burr
Nevada
1940

Dr. Lloyd P.
Young
New Hampshire
1913

Mrs. Harold D.
Steward
New Jersey
1900



Mrs. Kim A.
Yoder
New Mexico
1915

Mrs. Clifford N.
Jenkins
New York
1897

Mrs. E. N.
Howell
North Carolina
1919

Mrs. R. R.
Smith
North Dakota
1915

Mrs. I. W.
Basinger
Ohio
1901

Mrs. George
Flesner
Oklahoma
1923

Mrs. H. H.
George
Oregon
1905



Mrs. A. J.
Nicely
Pennsylvania
1899

Mrs. Paul L.
Gould
Rhode Island
1909

Mrs. W. H.
Groce
South Carolina
1923

Mrs. William
Claussen
South Dakota
1915

Mrs. C. E.
Rogers
Tennessee
1911

Mrs. E. H.
Becker
Texas
1909

Mrs. Eric A.
Johnson
Utah
1925



Mrs. Ernest S.
Locke
Vermont
1912

Mrs. Berry D.
Willis
Virginia
1921

Mrs. Morris D.
Kennedy
Washington
1905

Mrs. Dale
Thomas
West Virginia
1923

Mrs. George
Chatterton
Wisconsin
1910

Mrs. Murl
Hendrickson
Wyoming
1923

1897

1946

Teamwork Makes an American Brotherhood

EVERETT R. CLINCHY

*President, National Conference
of Christians and Jews*

TODAY the word *teamwork* is upon the lips of statesmen, soldiers, industrialists, educators, and churchmen alike. Teamwork is hailed as the key that will unlock the doors that keep the peoples of the globe apart. Whatever the problem this harried postwar world presents, teamwork alone offers hope of solving it.

During the war General Eisenhower and Field Marshal Montgomery called for it on the fighting fronts. In these days when permanent peace is being shaped, only teamwork among the Great Powers bears any promise of success.

In Peace as in War

OUR national unity, so recently brought about by common peril, is endangered now that the thunder of the guns is silenced. Prejudices forgotten or laid aside during the stress of war are picked up again when the normal processes of peace are resumed. But the duties of peace demand teamwork as sternly as do the tasks of war.

Physical scientists like Arthur H. Compton, who worked on the atomic bomb, say that without brotherhood the human species simply cannot live. Social scientists like Raymond B. Fosdick, president of the Rockefeller Foundation, have written to our committee that now, when the emotions of hate and fear can have atomic weapons at their disposal, the brotherhood which philosophy has taught for ages becomes a condition of survival.

Intergroup hatred slows up teamwork, kills the democratic spirit. Therefore it must go. The same kind of united and scientific attack used against tuberculosis, cancer, and infantile paralysis will be needed to control it. If six hundred scientists, working together, can produce the atom bomb, then why not put six hundred scientists to work on the job of eliminating intergroup hatreds? Their efforts, combined with those of the social technicians—school people, religious educators, civic organization leaders, could alleviate if not eliminate such hatreds in twenty-five years.

Put positively, the task is to extend recognition of the fatherhood of God, the brotherhood of man, and the homehood of the nation.

A Time for Action

THE WEEK of Washington's Birthday, February 17-24, will be Brotherhood Week for 1946. During those seven days the National Conference will make special effort to extend its work. With the battle cry "Join the American Brotherhood," an opportunity will be given every American to help in this great cause.

That slogan means that you and I will stand up and be counted as those who will give to others the same dignity and rights that we want to keep for ourselves. Every American, therefore, is asked to do two things for American brotherhood:

1. Live it every hour of every day.
2. Contribute to the extension program of the National Conference of Christians and Jews.

The Extension Plan

ALL or any fraction of the following program that groups of American citizens wish to support can be carried out:

1. To ask scientists and universities to analyze group hostilities and to harness potential forces for intergroup cooperation on civic goals, as they worked successfully on the problem of atomic energy. Cost: \$2,000,000.
2. To aid colleges of education to train teachers so that they may use this knowledge in teaching youth. Cost \$1,500,000.
3. To assist 3,000 school systems and their 1,100,000 teachers in building democratic feelings and attitudes and habits of cooperation. Cost: \$1,500,000.
4. To help Sunday schools and the 260,000 church parishes to develop their own materials and plans for safeguarding America and ourselves against hatreds, bigotry, and intolerance. Cost: \$1,000,000.
5. To create materials that can be used at conventions and in local programs of all civic, labor, and business organizations to increase practical American brotherhood. Cost: \$500,000.
6. To work with the Army and Navy in the application of the ideal of American brotherhood to their educational programs. Cost: \$500,000.
7. To equip stations in each American city with manpower and materials for crisis situations, for education, and for cooperation. Cost: \$3,500,000.

Life Is Your Working Material

BONARO W. OVERSTREET

YEARS ago when I was teaching out in California, one of my students, a high school junior, lingered after class one afternoon and draped herself with adolescent melancholy across the corner of the desk where I was correcting papers.

"I wish," she said wistfully, "that I'd been born in an age when interesting things happened. Everything's so *finished*, now, and so *dull*!" The words were a wail of injured feelings; life had given her a raw deal, dumping her down in the

THE creative adult knows that the mystery and delight of the physical world lie abundantly on every hand. Exploring his own talents and those of others is to him as natural as life itself. As for the world's social institutions, he places the responsibility for them squarely where it belongs—on himself. Would you delve further into the secret of creative power? There is much here for the thoughtful mind to ponder.

CHOOSING YOUR AREAS OF SURPRISE

twentieth century instead of some romantic past.

She saw a time in history when all people moved about in metallic or satin elegance, dedicating themselves to high causes and pledging endless devotion in words that had little in common with the language—or slanguage—of her own daily friendships. She looked backward . . . and was disconsolate.

"Nothing ever happens now," she pronounced in final despair, reintegrating her loose-jointed self sufficiently to stand up, collect her books, and head droopingly toward the door. I had to admit, looking after her, that any resemblance between her gangling skirt-and-sweater form and that of a satin-clad medieval heroine was purely coincidental.

Also I knew that she in her human time would have all the chance anyone has ever had to live through the old-and-always-new emotions that distinguish experience from mere existence. There was no need to try to persuade her of that fact. I knew that she herself, at the football game the next Saturday, would look upon her current hero with eyes as worshipful as those with which any fair lady ever looked upon the knight who wore her favor. This high school girl was simply going through a phase. Steeped in romance, she was like a person who stands in



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cloud-shadow and looks at a distant valley in sunshine, seeing the remote as wonderful, the near-by as commonplace. There was no occasion for me to worry about a gloom of spirit that she was enjoying to the full.

Often, however, if we are psychologically aware, we do find plenty of reason to be worried about the number of adults who find their own environment of time and place too dull for active interest. They can see—or think they can see—that other people have lives it would be fun to live. But in their own experience they find nothing to awaken in their eyes a shining response, in their fingertips an urge to creative effort, or in their hearts an out-reaching sympathy.

And when they notice anyone who is more vividly alive than they are, they automatically attribute the difference to that other person's more fortunate situation. It does not occur to them that the object of their envy moves in a world of surprise because he brings to that world a capacity for surprise. He does not take for granted even that which daily habit has rendered familiar.

Some peculiar human wisdom, back in the days of absolute monarchies, brought into being the role of the court jester. The king was all-powerful and subject therefore to all the distortions of mind and spirit that go with unchallenged power. But there was one individual—his jester—who could with impunity prick his obtuseness with a searching insight or deflate his egoism with sardonic humor. The jester's role was not merely that of entertainer. It was that of awakener and emotional adjuster. What the king, in his solemnity or pomposity, refused to see for himself, the jester had to make him see through seemingly flippant wordplay.

Most of us today are relatively safe from the kingly hazard of thinking ourselves all-powerful. We are not, however, safe from the hazard of taking for granted what should delight us or awaken us to quick and active sympathy.

What each of us needs, perhaps, to save us from our own too common sin of emotional sterility, is not a private jester but a private poet. For if the role of the jester was that of pricking pomposity, the role of the poet is and always has been that of pricking obtuseness into new sensitivity. It was the poet William Blake who listed the "Auguries of Innocence":

*To see the world in a grain of sand,
And a heaven in a wild flower:
Hold infinity in the palm of your hand,
And eternity in an hour.*

He might quite as well have called his verse "Auguries of Sensitivity or of Imagination." For

certainly the power to look at one grain of sand and know that it contains the strangeness of a whole planet or to feel the passing of a moment and know that it is as mysterious as the passing of a million years, is to have the power to keep life from becoming ordinary, however predictable it may be.

Unfortunately we are not supplied by providence or by society with private poets who can go around with us and say, of leaf-shadows on a pavement or loss-shadows on a human face, "There it is again—the strangeness of life. Don't go by without seeing."

The poets who have recorded in books their awareness of life, the artists who have left similar records in paint and stone, the musicians, the dramatists—all these can help us. But in the last analysis we have to do for ourselves the lifelong job of keeping our spirits aware. If we do not do so, we miss out on the experience of being really alive.

Three Areas of Nonseeing

A PERSON who never really looks at things as they are is not likely to do much creative thinking about how they might be. They are as they are—and that is that. Before an individual will feel impelled to say, with the poet Yeats,

*The wrong of unshapely things is a wrong
too great to be borne;
I long to rebuild them again . . .*

he must have done enough looking at both the beautiful and the ugly to feel with a terrible keenness the difference between them.

The obtuseness that takes hold of our lives and that too often keeps us from even trying to exert a creative influence upon things shows itself in three main areas of experience.

First of all, we learn to take for granted the natural world that was to us an astonishment and a delight when we were children. It has been said that if the moon rose but once in a century, all human work would stop at the hour of its coming; all human eyes would be lifted to await the miracle; and old men and women would say to their grandchildren, "Once I saw the moon. As though it were just yesterday, I remember . . ."

But the moon returns on schedule every month, so we may or may not bother to go outside to look at it. There are—under the predictable, familiar sun and moon—many trees, many flowers, many stones, many blades of grass, many patches of moss and lichen. So we may or may not bother to look at them.

I suppose there are all sorts of ways of renewing our surprise at the physical world. From my own experience I would briefly suggest three.

First, the commonplace often becomes haunted with mystery if we look at it under an unfamiliar light: if we walk a familiar street very early in the morning or stand out on our own front lawn late at night. Again, any small part of the commonplace—a time-scoured stone, a leaf, a piece of bark, a milkweed pod—becomes strange if we look at it long enough and carefully enough to discover how much we do not know about it. And finally, any familiar object becomes new when we view it from an unaccustomed angle.



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But it is not only the natural world to which we become oblivious. We lose the habit of thinking about human beings in terms of their unused powers. Handling children, we watch for clues to their personal traits and their talents. Looking at their present, we try also to see their future. But once people are grown up, we tend to take it for granted that they are finished products.

Yet no one of these grownups has come to the limit of his possible development. And we ourselves still have in us a multitude of unemployed abilities. The whole adult education movement that is beginning to infuse new life into our grown-up population is based upon this quite simple insight: that unemployed abilities, if given right employment, can renew lives that have grown dull.

One way in which each of us should surprise himself—and not once, but frequently—is by starting to cultivate one of his own untried powers.

The person who, for the first time, tries his hand at making pottery, or painting, or doing flower arrangements, or interior decorating, experiences a curious excitement of self-discovery. To think that he has had inside him all the while, unknown and unused, this feeling for shape, this sense of color! Out of the astonishing discovery of this one power grows a happy suspicion that a lot of other powers may likewise have been lying fallow.

In another, a peculiarly disastrous way many of us have become blind to possibilities; have lost the capacity for surprise. We take for granted as natural and inevitable whatever social institutions happen to exist. Schools, churches, parks, playgrounds, clubs—these and a multitude of other institutions have, in our particular time and place, taken on certain forms. That those forms are the product of human blindness as well as of human insight and that every one of them might be better than it is, rarely occurs to us.

A kind of sanctity surrounds whatever exists in the social scene. There it is. All our life it has been more or less that way. In much the same spirit of passive acceptance most of us take for granted the ugliness of our cities, the slum conditions in which thousands of people have to live, the extremes of wealth and poverty, the antagonism of labor and management, the tensions between racial and cultural groups, the fears that separate nation from nation. Only gradually, and reluctantly, do most of us acknowledge the need for change. And even more gradually and reluctantly we take on a creative responsibility for helping that change along.

The Power To Change the World

YET SO long as human arrangements are inadequate; so long as they induce unnecessary fears or frustrate any legitimate hopes of man, it is surely wisdom for us to learn to be surprised—even shocked—at the familiar, rather than to save all our surprise and shock for the new and unfamiliar. Every one of us might well take time out for a certain sort of mental adventure: the adventure of choosing some institution that is now taken for granted and trying to figure out how it might be changed to render a finer service to mankind.

After all, one power that distinguishes the human being from all other living creatures is the power to look at what is and to envision what might be. That is the creative power. Where once it is awakened, there will be no inclination to echo the doleful plaint of my high school student that now, in this age of ours, everything is finished and dull. Nothing is finished. Rightly looked at, with eyes that are still capable of seeing beyond the familiar, taken-for-granted surfaces of things, nothing is dull.

WHAT'S HAPPENING IN EDUCATION?



NOTE: This article continues and concludes the report, begun in the January issue, of the conference on "Atomic Energy and Education," held in December at the University of Denver.—G. L. M.

SOMEONE has said, half facetiously, that the atomic bomb has made citizens out of scientists, and fortunately for all of us, this is true. The men who created the atomic bomb are among the most useful citizens of this nation. Knowing that they have fashioned a weapon by which nations, through ignorance and ill will, can wholly destroy one another, the atomic scientists have resolutely set themselves to the task of dispelling ignorance, and fostering good will among the nations.

One scientist has proposed a threefold plan of action for the prevention of war, in which he expresses the dominant thought of the conference:

1. Begin at once to ease international tensions and remove international misunderstandings. Use our influence, individually and collectively, to see that our government officials, our political leaders, our press, our commentators, and our educators base their statements about other nations *on facts*. Employ every agency of education and public information to help the American people understand the other peoples of the world, especially the peoples of the other Great Powers. Exchange thousands of scientists, other scholars, and students with other nations. The cost, however great, will be but a fraction of the cost of the destruction wrought by a single atomic bomb. At the same time, work to remove prejudices and conflicts among the racial, religious, and economic groups in our own country.

2. Begin at once as a nation to use the United Nations Organization, especially to settle disputes that might lead to war. The UNO may not be as strong as we would like it to be, but we have it. We can strengthen it by using and supporting it, and we can improve it by amending its constitution. Moreover, we need experience in international cooperation, and we need time to develop symbols of world government that will generally be accepted. At the same time, give full support to our government in carrying out the Truman-Attlee-King declaration on atomic energy, as a sound and constructive step toward the prevention of war.

3. As a long-range program, work to develop a public opinion in this nation favorable to the establishment of a strong international government, in which every nation will give up the right to make war and the world government will have both the authority and the police force needed to prevent national aggression. We cannot expect to achieve world government at once. The present

political climate is not favorable. We must have time, perhaps twenty-five years, in which to rear a new generation accustomed to think in terms of the facts and concepts of the atomic age that we have so recently entered. This is a task of education.

The right education, it was agreed, is essential for the prevention of war. Said a veteran of the front lines of both world wars: "There is one weapon more powerful than atomic bombs, and that is men's minds. Our fundamental problem is how to control those minds for maintaining peace." And said an atomic scientist: "The root of the world's trouble is in building up national attitudes of aggression, which set one nation against another. Unless we can control psychological preparation for war, we cannot prevent war."

What is the right education for the atomic age? No one would claim that the conference supplied a complete answer to that difficult question, but many constructive contributions were made.

EVERYONE, and most notably the atomic scientists, insisted that education in the atomic age must first of all be concerned with the study of human society—with the ways in which societies are organized and the processes by which they function; with changes in social institutions, the causes of change, and ways of foreseeing and directing change. A merely descriptive study of society is not enough, however. People must be helped to think deeply about the values they want to realize and the means of organizing society to achieve these goals. Ethics and the social sciences must go together.

Foremost among the social purposes of our time is the achievement of a just and enduring peace throughout the world. Henceforth the study of the causes of war and of possible methods of preventing war should have first place in the content of the social studies. If this be omitted, we invite the annihilation of our culture by atomic weapons.

All members of the conference were agreed on the preeminence of such studies, but there was difference of opinion on methods. Some advocated a program of deliberate indoctrination in favor of a world government. Others, distrusting indoctrination, argued that if the facts about the nature and consequences of atomic war were placed

clearly before the people, these facts would surely lead most persons to the reasoned conclusion that world government is essential.

Education should prepare people, as never before, to anticipate and control far-reaching social changes. Men who lived in the early years of the Industrial Revolution were ill prepared for the social changes that followed the application of steam and electric power to manufacturing. The slums and blighted areas of industrial centers today attest the fact that social thought and action have never caught up with the changes resulting from advances in the physical sciences.

Now the greatest scientific discovery of all has been made, the discovery of a source of power vastly greater than that produced by the burning of coal or the damming of rivers. Although we cannot yet predict the social changes that will flow from this discovery, we know that great changes will come. We should all be prepared to recognize them in their early stages and to direct them for the benefit of humanity.

Education from kindergarten through graduate school should stress cooperation. The world is now too complex for any man to tackle its problems alone. The making of the atomic bomb was probably the greatest cooperative feat in history. Thousands of scientists worked together in an amazingly efficient team. The political and social problems of our age likewise require cooperation. There must be cooperation among the nations to prevent war and to share the world's goods equitably; and there must be cooperation within each nation on the part of diverse racial, religious, cultural, and economic groups.

Education must be both for the few and for the many. The new developments in the physical sciences have come from men with superior talents. We must match these physical scientists with equally gifted students of government, economics, sociology, and ethics. It has been truly said that one extraordinary man can accomplish far more than ten ordinary men. This is preeminently an age that requires extraordinary men. Schools, colleges, and universities should therefore seek out and zealously cultivate all youth of superior ability.

At the same time we must do everything in our power to develop the abilities of the masses of the people to cope with the complex social problems that confront us. The people of any nation, if inept and ill informed, may unwittingly touch off a global disaster. For this task we cannot rely on the agencies of formal education alone. We must use every available means of informing the public—radio, newspapers, motion pictures, magazines, cartoons, and comics, as well as the resources of schools, colleges, and churches.

THIS department is designed to give parents the sound and reliable information they need to serve shoulder to shoulder with the teachers of the land. Under the direction of G. L. Maxwell, Dean of Administration at the University of Denver, questions concerning educational principles and practices will be answered, frequently with the help of specialists in various fields. Readers of the *National Parent-Teacher* are cordially invited to refer their questions to Dean Maxwell.

The job before us demands the talents of the top public relations men as well as the ablest teachers. College and university professors, who presumably are expert in the physical and social sciences, must leave their classrooms and laboratories at times, mingle with the rank and file of the people, and proclaim the facts about the atomic age in the language of the man on the street.

EDUCATION at all levels should be reconstructed to fit the atomic age. In the elementary grades pupils can learn facts about other peoples and other nations that will help to ease tensions and promote understanding. Secondary school students are sufficiently mature to study the fundamentals of nuclear physics, to grasp the need for world organization to prevent war, and to understand the obstacles that lie in the way of establishing an effective international organization. Young people are less encumbered than their elders with pre-atomic habits of thinking. They are also more interested in the possibilities of using atomic energy for constructive civilian purposes. In universities and colleges, institutes might well be established in which faculty members and advanced students can study the relations between the physical and biological sciences on the one hand, and public policy on the other.

Finally, it is clear that no educational program is likely to contribute greatly to the prevention of war if it is carried on by only one or a few nations. Hence the great importance of the new United Nations Educational, Scientific, and Cultural Organization, which may bring about the interchange of knowledge and ideas among the scientists and educators of many nations and which may foster and encourage world-wide educational programs supporting every constructive effort for world peace. The conference viewed the creation of UNESCO as a highly constructive act, and the members voted unanimously to urge Congress to ratify the UNESCO constitution.

Men Beyond War

JOSEPH MILLER

National Chairman, Committee on Mental Hygiene

OUR returning sons, brothers, and husbands are having to face two kinds of problems. First, they must find satisfactory jobs. They must find homes in which to start or continue their family lives. Such difficulties may be overcome with the help of established local, state, and Federal agencies. However, some of these agencies were apparently caught unprepared by the sudden ending of the war, and certain major problems, such as housing, seem at the present time almost insurmountable. It is hoped that those who are responsible for the solution of these problems will not forget their obligation to the men who sacrificed several years of their young lives in the defense of their country and its ideals.

The problems in the second group are often not regarded as serious and sometimes not recognized at all, but they may cause the returning veteran to become moody, dissatisfied, and even bitter. They are the emotional problems involved in the sudden change from military to civilian life. In many instances the veteran himself does not know the reason for these difficulties, yet only when they are faced squarely and frankly by the men themselves and by the people around them can the problems be solved to the satisfaction of everyone concerned.

Not long ago a young mother whose husband had recently returned from overseas consulted me regarding his attitude toward their three-year-old son. "He treats him as he did the men under him," she said. The veteran did not realize, perhaps, that methods of training which are necessary in military life are not suited to the treatment of a growing child. They require instantaneous obedience, and they afford no place for kindness, patience, and consideration for individual differences. On the contrary, hard efficiency is often a prime virtue.

Such methods may be appropriate in a military school whose purpose is to train young men for a future career in the armed forces. They are not appropriate, however, in a home where children are being trained to become well-adjusted members of a democratic society.

Excitement Dies Hard

JUDGING by a questionnaire presented to many returning veterans, most of them will gladly return to their respective communities and become a part of community life. But there are many of these men who have traveled extensively. They have seen not only a great part of their own country but also places that would have remained only names in their geography books had it not been for the war. Some of these men will not be satisfied to settle down in their small communities. They will want to move to another part of the country, perhaps to a large city. If they are single and independent, or if their wives are as adventurous and willing to make a change as they are, they will find new homes and be happy. If not, their desire for change will either disrupt their family re-



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relationships or will remain a frustrated wish for the rest of their lives.

Not long ago I met a young pilot who had just received a medical discharge. He had attended a small college before he entered the service. I tried to persuade him to return to college and finish his education, but he objected. "I can't settle down here for the next two years—not after I've seen so much of the world," he said.

He had to solve another problem, too. Flying was the only skill he had acquired, but now, being medically discharged, he was not eligible for commercial flying. He, like hundreds of others, will have to make important vocational adjustments. Often these men find that many of their friends who remained at home have had a chance to acquire necessary skills and secure permanent positions. The serviceman, on the other hand, may be too old, relatively speaking, to begin learning a new trade or start from the bottom in another field.

Then there is the young WAVE who will be discharged next month. She regrets it. She wishes she could stay in the service. (Perhaps her question to me, "Do you think there will be another war?" was an expression of her wish.) She had two years of premedical training before she entered the service. When I asked her why she did not want to return to college, she said, "I don't need to do any homework after office hours now, and I don't need to make any decisions."

This is the typical answer of dependent and unadventurous persons. Some who will volunteer to reenlist in the armed forces belong to this type. Even before the war there were people who preferred to be members of an organized group in which everything was prearranged for them. They did not have to make choices, and after they had completed their required daily duties they felt secure and satisfied. But life in our modern civilization, and especially in a free and democratic society, calls for many deliberations and decisions. Those who are inclined to be dependent will certainly find their civilian roles both strenuous and exacting.

There's Something About a Uniform

SEVERAL teachers have mentioned to me the fact that many of the boys who had been shy and retiring in school were outspoken and independent when, on leave, they came to visit their former fellow students. They seemed to have no difficulty taking part in school assembly programs, and they talked freely without embarrassment or stage fright. Unquestionably their uniforms helped them in this change of personality.

But now these men who are returning from

THE Executive Committee of the National Congress and a special findings committee, meeting in Chicago last May, reviewed and restated the objectives of the National Congress program. Their recommendations will be interpreted month by month in a series of articles contributed by leaders of the organization. Programs based on these articles will be extremely valuable to all who want to build better for youth and the future.

service have to hang their uniforms in the closet, together with the ribbons and the service bars on the sleeves. They have to be satisfied with a small and unpretentious service button in the lapel buttonhole of their civilian coats. Possibly people will not even notice them on the street. On trains they will not be given preference as members of the armed forces. The minister will not make a special announcement about them during the Sunday services as he did when they were home on leave. And maybe even their wives will not think that they look as dashing and attractive as they look in the picture on the fireplace mantel.

These emotions may seem to some insignificant and perhaps childish, but one who knows how the personality of a high school youngster can be changed overnight by a football uniform will realize their seriousness. The change will be especially difficult in the case of a young man whose scholastic, athletic, and social achievements were not outstanding while he was in high school but whose achievements in military service were noteworthy. And now possibly he has to return to a job that is insignificant and without any glory and glamour. It is always difficult to descend from the pedestal of a hero and live the life of an ordinary mortal.

How Deep Are the Roots?

NOR do we on the home front always make the veteran's adjustment easy. There is now a tendency among many civilians to relax, to feel absolved from the lofty strivings and aspirations that the war forced upon them, to forget as quickly as possible the emotional tensions of wartime. This may possibly irritate the returning men whose experiences were so much more intense and personal. They may even accuse those who remained at home of being ungrateful or superficial.

We all know that the war disrupted many human relationships. On the other hand, however, it created an opportunity for making new ones, both among the soldiers and among those

who remained at home. I talked with one veteran who was seriously perturbed by the fact that during his absence his wife had not only acquired an important position and was making more money than he did when he left, but also that she had acquired many new friends. When these friends were invited to his homecoming party he felt himself to be a stranger among them, even inferior to them.

It is a well-known fact that close human relationships are built on the sharing of common experiences. During the war many husbands and wives lived their lives separately. Some of these couples will relate their experiences to each other and thus help to restore the old closeness and sense of sharing. But others will be irritated and even annoyed by ignorance and lack of understanding on the part of the husband or wife. It will call for a great deal of patience to be a successful listener or successful narrator, as the case may be, but the rewards will be worth the endeavor.

One of the most serious adjustments that a former soldier has to make is the transition from

the training for death that he received in such an efficient and intensive way to a constructive and friendly mode of living. It is hoped that in most young men the training they received at home, in school, and in church before they went into service took such deep roots that their war experiences will remain for them only ghastly memories of barbarism. It is hoped that the force and physical prowess which they had to acquire and use for their self-preservation will find happy substitutes in their former habits of cooperation, kindness, and consideration.

Returned veterans are sometimes seriously disturbed by the fact that they are regarded as problems, and there is justification for this feeling. Their problems are not more and not less serious than the problems of those who remained at home. But it is fair to point out some of the causes of the difficulties we all encounter whenever we are forced to change our ways of living. Only by mutual understanding of our feelings and attitudes shall we be able fully to enjoy the fruits of peace.

DO YOU AGREE?

Anxiety is the rust of life, destroying its brightness and weakening its power. A childlike and abiding trust in Providence is its best preventive and remedy.

—TRYON EDWARDS

Beauty is but a vain and doubtful good; a shining glass that fadeth suddenly; a flower that dies when it begins to bud; a doubtful good, a glass, a gloss, a flower, lost, faded, broken, dead within an hour.

—SHAKESPEARE

It has been well said that no man ever sank under the burden of the day. It is when tomorrow's burden is added to the burden of today that the weight is more than a man can bear.

—B. MACDONALD

Few enterprises of great labor or hazard would be undertaken if we had not the power of magnifying the advantages we expect of them.

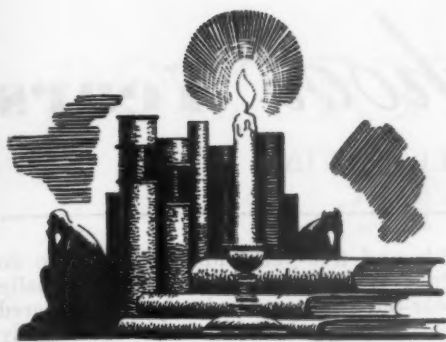
—JOHNSON

There should be no enforced respect for grownups. We cannot prevent children from thinking us fools by merely forbidding them to utter their thoughts; in fact, they are more likely to think ill of us if they dare not say so.

—BERTRAND RUSSELL

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge pays the best interest.

—FRANKLIN



BOOKS *in Review*

WHEN YOU MARRY. By Evelyn Millis Duvall and Reuben Hill. New York: Association Press, 1945. \$3.00.

HERE is a book that is really fun to read and at the same time full of scientifically accurate information. It is written in a sprightly style, enlivened still further by cartoons and numerous illustrations. As the jacket truly says, the book covers almost every problem "from the first date to the last baby."

The discussions are divided into four parts: "Anticipating Marriage," "What It Means To Be Married," "The Making of a Family," and "Family Life Yesterday, Today, and Tomorrow." Each of the twenty-one chapters is organized around the questions most frequently asked by young people, although many of the answers will be equally helpful for the long-married person. An Appendix contains a marriage prediction scale on which the reader may rate himself. In addition, the book includes a list of reliable marriage and family counseling services for the benefit of any couple whose marriage isn't running too smoothly.

The authors are well equipped to write a book such as this, which may be used for both text and self-study purposes. Mrs. Duvall is secretary of the National Conference on Family Relations, and Mr. Hill is associate professor of sociology at Iowa State College. Together they have written a book that is functional in its approach, basic in its appeal, and intensely interesting to almost any reader. *When You Marry* is a fine contribution toward making marriage the happy, steady, purposeful institution it can and must be.

YOUTH REPLIES, I CAN: STORIES OF RESISTANCE. Edited by May Lamberton Becker. New York: Knopf, 1945. \$2.00.

ATTRACTIVELY and symbolically bound in the bright red of courage, this book contains twelve stories about the heroic deeds of children in countries that felt the full force of the war just ended. Most of the stories are taken from life, and all are recounted by writers of insight and exceptional skill.

Pearl Buck tells a tale of youthful courage in China, while Jan Masaryk, son of the first president of the Czechoslovakian Republic, contributes a story of young Eva, who served her country's underground in her own way. Antoni Gronowicz, winner of Poland's five-year award for literature, writes of Mania-Head-in-the-Clouds who proved to have her feet firmly on the ground, and Sigrid Undset describes Little Pernille, true patriot of occupied Norway.

In her Foreword, Elizabeth Morrow points out that the stories were printed "at the suggestion of Food for Freedom, an organization deeply interested in postwar relief in Europe. . . . All have been chosen in the belief that if American children know how other children have

met hunger, pain, and loss, their interest will be kindled in the great battle of peace just opening before us."

Surely P.T.A. members will want to put this book into the hands of the young people of their acquaintance.

RAINBOW CLASSICS: A NEW SERIES OF CHILDREN'S BOOKS. General Editor, May Lamberton Becker. Cleveland: World Publishing, 1946. \$1.00 each.

EVERY PARENT who wishes his child would read the time-honored classics instead of listening to radio thrillers or spending time on comic books will be delighted to learn that eighteen well-loved titles are to be published soon in a beautifully designed series to be known as the Rainbow Classics.

Mrs. Becker, the general editor, is an advisory editor of the *National Parent-Teacher* and a long-time contributor to its pages. Her charming introductions to each book are sure to whet the interest of the youthful reader. The appeal of the story itself will be further enhanced by the lavish illustrations by America's finest artists, making each volume in the series as enjoyable to look at as it is worth while to read.

THE FOUR CORNERSTONES OF PEACE. By Vera Micheles Dean. New York: McGraw-Hill, 1946. \$2.50.

WITH the opening of the General Assembly of the United Nations Organization, the value of this book becomes especially evident for the average intelligent person. He is likely to be aware, as Mrs. Dean points out in her "Preface: A Job To Be Done," that "the task of achieving international security and general welfare . . . will require the efforts of all of us to carry it through."

So that we may thoroughly understand why and how we must cooperate, the author clearly discusses each of the four United Nations Conferences—Dumbarton Oaks, Yalta, Mexico City, and San Francisco—as well as "Potsdam and After" and "The American Voter and International Organization." In each of these six chapters she asks the pertinent questions that all of us are asking, and then goes on to answer them with the facts and an interpretation of the facts made doubly valuable by her background as research director of the Foreign Policy Association. Included in this volume are the official texts of the main documents—the Dumbarton Oaks Proposals, the Declaration of the Crimea Conference, the Act of Chapultepec, and the San Francisco Charter.

The Four Cornerstones of Peace is a "must" for every P.T.A. member since, as the author reminds us in her Foreword, "we shall find no surcease, we shall betray our children, unless we continue to fight, with the same determination that we have shown on the battlefield, the forces that bring about war. . . . It is a struggle . . . in which victory will belong to those who prevent, not to those who win, wars between nations."

The Precious *Preschool* Years

STUDY COURSE DIRECTED BY ETHEL KAWIN

Outstanding Points

I. In recent years an increasing number of schools are providing *senior* and *junior* kindergarten groups—the former for five-year-olds and the latter for four-year-olds. If one observes two such groups, differences in their activities are quite obvious. It is apparent that most of the four-year-olds are not ready to do the things most of the five-year-olds are able to do.

II. Both four- and five-year-olds are likely to enjoy the same play materials, but they differ in *what they do* with them.

III. At least one year of kindergarten, usually for five-year-olds, is recognized as an important unit in every good school setup, public or private. Schools of the more progressive type are extending their programs downward to include four-year-olds and children of nursery school age.

IV. Individual children differ greatly in their rate of growth. These differences increase as children grow older, and provision should always be made for individual differences at all age levels. However, as a practical matter most four-year-olds can be grouped together, and most five-year-olds can get along together successfully as a kindergarten group.

V. Both four- and five-year-olds need much physical exercise, but at five children are better controlled and more purposeful in their activities than they were at four. They also have a longer attention span.

VI. Social development is a gradual process. A baby first learns to respond to one person, then to two. It is really quite a step when he learns to play with three or four other children. Not until he has learned to adjust successfully to such small groups can a child be expected to be happy as a member of larger groups. Experiences in junior and senior kindergarten are sound ways of giving him opportunity for this gradual, step-by-step growth as a cooperative, social individual.

Questions To Promote Discussion

1. Reread the brief sketches of the four-year-old and the five-year-old groups in action, and discuss the differences between the activities of the two.

2. Select several different types of play materials, such as blocks, drawing and painting equipment, dolls, and modeling clay, and describe the differences between

what four-year-olds and five-year-olds are likely to do with these materials. What differences does one usually find in the four-year-old's interest in books as compared with that of the five-year-old? How do these early interests in books help to build the readiness for reading that is likely to lead to actual reading in the first or second grade?

3. Does the school system in your community provide at least one year of kindergarten for its children? If not, what can your P.T.A. do to stimulate interest in making such provision?

4. Does the school system in your community have *junior* kindergartens? If not, do you think such units should be developed? Give reasons for your opinion.

5. Make a list of the indoor and outdoor equipment and play materials you would consider essential for a good junior kindergarten. Do the same for a senior kindergarten.

6. John is a five-year-old who has never played with other children his age. Would it be advantageous to place him with the four-year-olds for some time before putting him in senior kindergarten? Give reasons for your answer.

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Contains detailed records of the activities of children from two through five years of age in the schools of New York State.

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Discusses the methods and curriculums of nursery school, kindergarten, and the primary grades and stresses the importance of integrating them.

Foster, Josephine C., and Headley, Neith. *Education in the Kindergarten*. New York: Appleton-Century, 1939.

A helpful book mostly about five-year-olds.

Foster, Josephine C., and Mattson, Marion L. *Nursery-School Education*. New York: Appleton-Century, 1939.

Discusses many of the differences between two-, three-, and four-year-olds.

Mitchell, Lucy Sprague, and Co-authors. *Another Here and Now Story Book*. New York: Dutton, 1937.

A most usable collection of "here and now" stories, classified according to their appropriateness for children from two to six.

Pratt, Caroline, and Stanton, Jessie. *Before Books*. New York: Adelphi, 1926.

Few recent books contain such careful records and keen interpretations of the school activities of four- and six-year-olds as we find in this book by two outstanding pioneers in the education of young children.

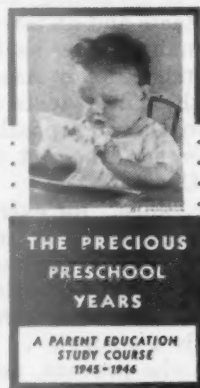
Pamphlets published by the Association for Childhood Education, 1201 Sixteenth Street Northwest, Washington 25, D. C.

Equipment and Supplies for Nursery Schools, Kindergartens, and Primary Grades. Revised edition, 1944. 50 cents.

Four- and Five-Year-Olds at School. 1943. 35 cents.

The Modern Kindergarten. 1937. 35 cents.

A radio script based on this article will be available on March 1. It will be sent free to parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio committee.



THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

Based on the article "Juniors and Seniors—in Kindergarten." See page 10.

POETRY LANE



The P.T.A.—1946

I do not fear the days ahead because I know
Wherever little children are, there you will go.
Whenever eager youth may need a guiding hand
You will be there; and you will always understand
The doubts and cruel fears that often may assail
The valiant hearts of those who know they dare not fail.

Above the strident tumult of a world at bay
I hear your quiet voice; calm and clear you say
"Together we build" in faith, that the sons of our sons
may be
Ready to merit and hold this hard-won victory.
"Together we build" in love, that every child may know
The noble gifts of grace a good home may bestow.
"Together we build" for peace, for the right of man to
give
The fruits of his labor and skill that all men in freedom
may live.

—ANNA H. HAYES

Aging Toward Life

In their evening of no tomorrows,
When the unborn souls grow grey,
They pray to their god of shadows
To shield them from birth and day.
Where all is unformed and unstable,
Firm life with its flesh and bone
Is a fear and a mystic's fable,
A dreamless and dread unknown.

—LOYD HABERLY

No One Told Him He Had the Sky for Mother

Under a window, all tall golden fire,
A small boy sits with big eyes on the choir.
It is his mother up there high who sings;
The boy's eyes swim with light let down by wings.

He has heard the song she sings, in the room
At home, but now it fills the church's gloom
Like a great night with stars sprinkled under,
And so he is all eyes and mouth and wonder.

No one had told him that a mother could be
Suddenly like the mountain called the sea
He saw once up above three lonely pines,
All blue glass and white gulls and quick shines.

Moonrise

This is a time all children love, I think:
Orion striding up the hills of night
Before the sun's last tints have taken flight;
The full moon waiting at the mountain's brink,
And all the sky surrounding wears a glow
Of amber rimmed with silver. Very soon
In twice ten thousand homes, small heads of tow
And jet and cinnamon will shout: "The moon!
The moon!" and press their noses to the glass
To see that regal lady step across
The lofty peaks with one swift move, and toss
Her silver coins upon the dewy grass.

—MARION DOYLE

A Little Boy's Toy Monkey

His lifted laugh is sharp with joy,
His fingers move within the toy.
The monkey that his hand can fill—
Oh miracle!—obeys his will,

And moves in perfect answering.
Now can the very young be king,
To order, in a grown-up way,
The nods, the gestures of the day.

Now can a very little hand
Pretend maturity; command,
And sense obedience that springs
Because he is the god of things.

Small wonder, when he goes to bed
There is another smaller head
Beside his own; they cannot part,
And monkey sleeps against his heart.

—JEANNE WESTERDALE

He should have been told by someone or other
He had the sea and starry sky for mother,
No one ever warned him, how could he tell
His mother was the deep sound of a bell?

He is glad his mother sounds like this,
But it will take a lot for him to kiss
This woman who can fill a church with sound
Tonight, and all the nights she will be around.

He will not be so sure of her hereafter
When she bakes a cake or turns to laughter,
For little boys are not expected to play
With the stars by night or the sea by day.

—ROBERT P. TRISTRAM COFFIN



PTA

Frontiers

The P.T.A. Scores for Education

Louisiana is regarded, and often rightly, as backward in many of its educational practices. Because the state is mainly agricultural, its children have been used in farm work so long and so commonly that to many people, even today, education is not a matter of great concern. In the 1940 census of the United States, Louisiana ranked forty-eighth in literacy.

Yet this state has been able to enact a compulsory school attendance law that many educators regard as a criterion for other states to follow. How it was done should be of particular interest to all parent-teacher associations, since for nine years preceding the enactment of the law the Louisiana Parent-Teacher Association carried the entire responsibility for arousing public interest in the problem.

BRIEFLY, the compulsory school attendance law operates in this manner: The state superintendent of education appoints or designates a member of the State Department of Education whose primary duty is to supervise and enforce the provisions of the act. He is given general supervision over visiting teachers or persons authorized to act in lieu of visiting teachers. Each parish (county) school board within the state is authorized to administer the act and secure its enforcement, in cooperation with other state and parish agencies.

Each school board is likewise authorized to employ at least one qualified and competent visiting teacher, whose duty is to enforce the attendance law as well as to perform other tasks normally delegated to visiting teachers.

These teachers are called upon to cooperate fully with the State Departments of Public Welfare, Labor, Health, and other agencies. They are to receive the cooperation and help of all teachers and principals, public and private, in their respective parishes.

Every visiting teacher calls on the parents of

children who are reported for nonattendance. Whereas the old truant officer relied mainly on threats of force, the visiting teacher acts as a school social worker to discover what is wrong either in the home or in the school.

When a visiting teacher finds that a child is habitually absent from school, a written report is made to that child's parents or guardian. If, after that, the child continues to remain away from school, the visiting teacher can then report him to the juvenile court of the parish.

A parent or guardian found to be violating the act by withholding a child from school is guilty of a misdemeanor and subject to a fine of not more than ten dollars or imprisonment not exceeding ten days in jail. Each day's unjustifiable absence constitutes a separate offense, and any fines collected revert to the school board or the general school funds of the parish.

Since the great majority of cases can be dealt with by counseling with the parent or guardian, by correcting some home difficulty, or by giving the child a medical examination and treatment, the act is definitely in keeping with modern trends in handling problems of school attendance.

THE legislation committee of the Louisiana Parent-Teacher Association wrote the first draft of the bill for compulsory attendance after a member of the committee had consulted with the legislative expert of the Children's Bureau. However, the committee learned that the educational committee of the Young Men's Business Club also planned to present a similar bill. Therefore a meeting was arranged with the committees of both organizations, and a second draft of the bill was written in cooperation with an attorney member of the Business Club.

The bill was then cleared through the State Board of Education, the Orleans Parish School Board, and the State Department of Education. After conferences with these agencies a third draft was made. Next it was thought wise to

consult with the Louisiana Teachers Association, the School Boards Association, and the Legislative Council. At last the bill was drafted into its fourth and final form. And it was passed by the legislature—after many consultations with senators and representatives.

TO THE Louisiana Parent-Teacher Association this achievement stands as one of our greatest milestones. For more than nine years our state bulletin had carried interest-awakening articles on compulsory attendance. For seven years not only the press but speakers at civic clubs, in church groups, and on the radio had been used by the P.T.A. to create public awareness and favor.

The passage of the law has left the Louisiana Association in a stronger position than ever before. More, it has inspired our membership to plan and work for further educational advances, in the knowledge that we can accomplish what we set out to do when our hearts are in the job.

—SARAH SHARP

South Dakota's Story-Hour Lady

As we climbed the stairs to the studio of Station KELO, Sioux Falls, the gay, lilting strains of "Peter, Peter, Pumpkin Eater" greeted us from the loud-speaker in the hallway. Then came the announcer's voice—"And now, boys and girls, here comes your story-hour lady"—and Helen Fisher was on the air for the South Dakota Congress of Parents and Teachers.

The story that afternoon was about the little chick that wouldn't go to bed, and the storyteller was everything from a timid chicken to a big, barking dog. She herself writes many of the stories that she tells on the air.

It all started four years ago, when Helen Fisher was asked to appear on a radio program sponsored by District Six of the South Dakota

Congress. The broadcast was such a success that she was persuaded to give a weekly program under the same auspices.

KELO covers only a limited area around Sioux Falls, but within the radius of her voice Helen Fisher has a large and devoted listening audience—not only among the little folks but also their parents, who always plan to listen with their youngsters. Even grownups who have no small children like to listen anyway.

The stories are of all varieties. One may be about a brave little boy who is stolen by gypsies, making every boy who listens feel that under adverse conditions he would be just as brave. Or perhaps Helen Fisher will tell about a lad's love for his dog, making all children conscious of the joy that comes with the love of animals.

She brings to her audience the beloved old fairy stories, with full appreciation of the beauty of the little princess or the stalwart gallantry of the handsome prince. One unforgettable tale is a true one about the day when Helen Fisher's mother, a little Irish colleen, ran away to the great highway to see the Queen pass by.

THE value of the project from the standpoint of the parent-teacher association is that it brings to children the kind of stories that are right for them to hear, stories that will develop a feeling for the good in literature. In this way the P.T.A. hopes to counteract the effects of some of the radio thrillers that so often come over the air to raise the hair of fascinated young listeners.

Accordingly any Friday afternoon at 5:15, if you chance to tune in on KELO, you will hear that same greeting, "Hello, all my little boys and girls," and Helen Fisher will be on the air. And if you still have the imagination of a child, you too will listen right through until, to the soft strains of Brahms's "Lullaby," the story-hour lady leaves the air.

—MARJORY B. DAVIS

THE DIGNITY OF LABOR

Honest Labor bears a lovely face.

—THOMAS DEKKER

Labor disgraces no man; unfortunately you occasionally find men disgracing labor.

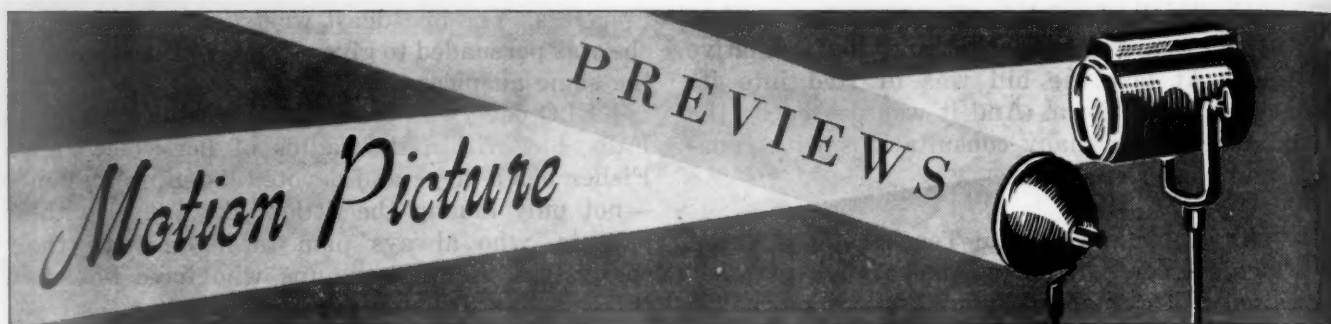
—ULYSSES S. GRANT

Labor preserves us from three great evils—weariness, vice, and want.

—VOLTAIRE

I am a true laborer: I earn that I eat, get that I wear, owe no man hate, envy no man's happiness, glad of other men's good.

—SHAKESPEARE



MANY socially conscious people who have watched small children flock into motion picture theaters to see films that have been produced for adults ask repeatedly, "Why doesn't someone produce motion pictures especially for these children?"

The usual answer is that because a picture costs so much to produce, it must appeal to a large audience—which means adults—if a profit is to be realized on the money invested.

Until recently no one has been willing to step forth and prove the points upheld by many people who know children's tastes: that films for small children need not be expensively made, with big stars and lavish settings; that children love simple stories within their real or imaginative experience; that they love animal characters; that they like action but do not need scenes of crime, shooting, or drinking; that no studio set has greater appeal than the out-of-doors; and that the 16mm camera can record these stories just as satisfactorily as the expensive 35mm equipment.

These contentions have been proved correct by a venturesome little group of Hollywood craftsmen who have formed a small company—Planet Pictures, Inc.—and have quietly produced and released their first two films for youngsters, *Sundown Riders* and *Jeep Herders*. Their third, *Laughing at Danger*, is now in production.

The hearty approval with which these films have been received by their youthful audiences and by educators, parent-teacher associations, and others has encouraged the new company to make plans for the continuous production of films for children. They will be for nontheatrical release and will not be shown in commercial theaters.

Another new and much needed type of picture is also being made in 16mm by Cathedral Films, supervised by a minister who has pioneered in the production of religious films for church and Sunday school use.

The 16mm film is ideal for the nontheatrical field because its cost is comparatively low and it can be transported and projected with ease. It is truly the film of the people. We can make it a great constructive force in the education of youth.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

The Bells of St. Mary's—Rainbow Productions-RKO. Direction, Leo McCarey. This delightful sequel to *Going My Way* has a touchingly simple story, expertly directed and sympathetically presented. It deals with the unselfish and understanding devotion of two people—the young pastor and the Mother Superior of a financially limited parochial school. The picture has drama, humor, and pathos, all in keeping with the characters portrayed. The characterizations of the two leading roles are deeply human, sensitive, and sincere. Other members of the cast are well chosen and give excellent performances. The music is an important part of the picture and adds much to the entertainment value. Cast: Bing Crosby, Ingrid Bergman, Ruth Donnelly, Henry Travers.

Adults	14-18	8-14
Excellent	Excellent	Excellent

The Road to Utopia—Paramount. Direction, Hal Walker. This amusing farce-comedy, presented in satirical vein, is filled with the usual Hope-Crosby humor. The story is a mere thread on which hang the many ludicrous episodes, but the action is fast moving and sprightly. Hilarious entertainment. Cast: Bing Crosby, Bob Hope, Dorothy Lamour, Hillary Brooke.

Adults	14-18	8-14
Amusing	Amusing	Amusing

San Antonio—Warner Brothers. Direction, David Butler. Though this Technicolor western follows the customary formula, it is lifted well above the average by its swift action, its good cast, its beautiful horses and cattle, and its finely photographed scenes of the wide-stretching cattle country of the Southwest. The story, laid in 1877, tells of the conflict between a Texas rancher and the outlaw leader of a ruthless gang. Cast: Errol Flynn, Alexis Smith, S. Z. Sakall, Victor Francen.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

Snafu—Columbia. Direction, Jack Moss. *Snafu* (abbreviation for "situation normal, all fouled up") is a timely, amusing story, cast with small-town comedy types. Conrad Janis gives an unforgettable performance as the young lad who is old enough to be a hero yet, according to the scheme of things, too young to drive his father's car or get a driver's license. Cast: Robert Benchley, Vera Vague, Conrad Janis, Nanette Parks.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

FAMILY

(Suitable for children if accompanied by adults)

An Angel Comes to Brooklyn—Republic. Direction, Leslie Goodwins. An unconvincing comedy with a too fantastic story. There are, however, bits that are spontaneously amusing, and some of the entertainment acts are good. Cast: Kaye Dowd, Robert Duke, David Street, Barbara Perry.

Adults	14-18	8-14
Fair	Fair	Mature

Appointment in Tokyo—War Activities Commission—Warner Brothers. This War Department documentary is a graphic pictorial review of the events that followed the surrender of the Philippines and the final surrender of Japan. Minute attention to detail and stark realism make it valuable historically. It portrays the courage and fortitude of the Allied forces and the careful planning for the offensive in the Pacific.

Adults	14-18	8-14
Good	Good	Tense

Doll Face—20th Century-Fox. Direction, Lewis Seiler. This average musical has a simple story, a logically developed plot, and pleasing musical numbers. The picture is refreshing in that it is remarkably free from the psychological problems and sophistication usually attendant upon a backstage plot. Most of the action centers around a young burlesque queen and the efforts of her fiancé and her manager to establish her as a woman of culture. Cast: Vivian Blaine, Dennis O'Keefe, Perry Como, Carmen Miranda.

Adults	14-18	8-14
Entertaining	Entertaining	Little interest

Getting Gertie's Garter—Edward Small—United Artists. Direction, Allan Dwan. This sophisticated, fast-moving farce-comedy, adapted from the play by Wilson Collison and Avery Hopwood, is a seemingly endless succession of people climbing in and out of windows and hiding in closets. The cast is good, the interior settings are intriguing, and the photography is excellent. However, the absurd plot is slightly suggestive and the theme is hackneyed. Cast: Dennis O'Keefe, Marie McDonald, Barry Sullivan, Binnie Barnes.

Adults	14-18	8-14
Diverting	Diverting	No

Leave Her to Heaven—20th Century-Fox. Direction, John M. Stahl. This gripping social drama, adapted from the novel by Ben Ames Williams, is splendid entertainment. Technicolor adds sparkle to the beautiful exterior and interior settings. The leading part, superbly played by Gene Tierney, is an unsympathetic role, that of an emotionally unbalanced young wife. The unhappy husband is convincingly portrayed by Cornel Wilde, and the remainder of the cast give perfect support. This is a story of love turned to hate and the intricate pattern of vicious revenge. Cast: Gene Tierney, Cornel Wilde, Jeanne Crain, Vincent Price.

Adults	14-18	8-14
Excellent	Entertaining	Mature

A Letter for Evie—Metro-Goldwyn-Mayer. Direction, Jules Dassin. This romantic comedy, with many amusing situations and some more serious moments, is entertaining throughout. Direction and acting are good, and the dénouement is unguessed until the end of the picture. The plot develops from a letter slipped into the pocket of an army shirt by a girl employee in a shirt factory. Cast: Marsha Hunt, John Carroll, Hume Cronyn, Pamela Britton.

Adults	14-18	8-14
Good	Good	Mature

Masquerade in Mexico—Paramount. Direction, Mitchell Leisen. A musical comedy with colorful Mexico City as background, made entertaining by gay music, elaborate dance numbers, and smart repartee. The well-written story is fast moving, and original situations add to the interest. An attractive young singer, en route to Mexico, becomes the innocent bearer of a stolen diamond. Cast: Dorothy Lamour, Arturo de Cordova, Patric Knowles, Ann Dvorak.

Adults	14-18	8-14
Good	Good	Mature

Miss Susie Slagle's—Paramount. Direction, John Berry. A social drama of exceptional merit, with a simple but interesting plot and excellent continuity. Fine characterizations and able direction make it an absorbing, realistic production—a satisfying screen adaptation of Augusta Tucker's novel. Most of the action takes place at Miss Susie Slagle's boardinghouse for medical students, the beautifully appointed residence of a gracious, charming woman. Cast: Sonny Tufts, Veronica Lake, Joan Caulfield, Ray Collins.

Adults	14-18	8-14
Excellent	Excellent	Mature

A Walk in the Sun—20th Century-Fox. Direction, Lewis Milestone. This impressive drama is adapted from the novel by Harry Brown and uniquely developed through the medium of a tone poem in minor key. Though its action covers only the brief period from dawn to midday, it carries a lifetime of ex-

perience to those lads of the Texas Infantry who landed on the beach at Salerno. The all-male cast runs the gamut from gay, bantering repartee to deep, soul-stirring emotion. The realism is stark, and the story gives insight into the thoughts of these men—many of whom were only boys—who went so gallantly into battle. It is an artistically presented picture with a fine musical background. Cast: Dana Andrews, Richard Conte, George Tyne, John Ireland.

Adults	14-18	8-14
Excellent	Excellent	Good but tense

You Can't Do Without Love—Columbia-British. Direction, Walter Forde. An interesting musical-detective drama, made in England. The film is refreshing because of the ease, sincerity, and natural action with which it is presented. The fact that several of the main characters are unseen adds to the simplicity and smoothness of the picture, although some of the clues are highly involved. Perhaps lacking in glamour, the story is ethical and entertaining, and the music is pleasing. Cast: Vera Lynn, Donald Stewart, Mary Clare, Frederick Leister.

Adults	14-18	8-14
Interesting	Probably entertaining	Mature

ADULT

Danger Signal—Warner Brothers. Direction, Robert Florey. This psychological mystery melodrama is too exaggerated to be convincing, although it is agreeably set, excellently directed, and interestingly acted by a well-chosen cast. The main character is a degenerate egotist. Cast: Faye Emerson, Zachary Scott, Rosemary DeCamp, Bruce Bennett.

Adults	14-18	8-14
Matter of taste	No	No

Frontier Gal—Universal. Direction, Charles Lamont. A gay, satirical travesty on the typical western melodrama, filmed in Technicolor against an exceptionally beautiful scenic background. The acting is good, but the story material is tawdry and the ethics are poor. Cast: Yvonne DeCarlo, Rod Cameron, Andy Devine, Fuzzy Knight.

Adults	14-18	8-14
Amusing	Possibly	No

She Wouldn't Say Yes—Columbia. Direction, Alexander Hall. This satirical social comedy has satisfactory acting and production. The sets and costumes are elaborate, but the dialogue is definitely risqué and some of the situations are suggestive. The story concerns a woman psychiatrist and her awakening to romance with the help of a news cartoonist. Cast: Rosalind Russell, Lee Bowman, Adele Jergens, Charles Winninger.

Adults	14-18	8-14
Amusing	Not recommended	No



Robert Benchley and Conrad Janis in a scene from *Snafu*.

THE *Family* BUILDS THE FUTURE

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

Outstanding Points

I. Among progressive men and women today there is a growing interest in developing constructive programs to overcome or prevent prejudice and discrimination.

II. Most of the programs to date are designed for the schools, but the home must also do its share or it may undo the work of the school.

III. At school, children of different nationalities are often thrown together in the same classroom. Homes as a rule provide fewer experiences with such mixed groups. Nor are they as well equipped to teach "how the other half lives."

IV. The examples set by parents in their daily behavior are very important, for children are natural imitators. They learn both attitudes and conduct from those about them. Too often, however, parents set examples of prejudice instead of democracy.

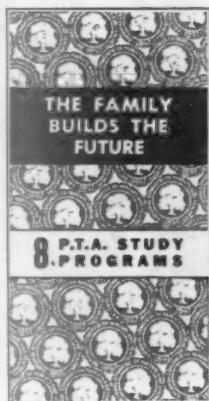
V. Often parents set a poor example without being aware of it. They lay the maid's carelessness to the fact that she belongs to another race, or the merchant's mistakes to the fact that he is a foreigner. From such behavior children tend to get the idea that all members of a certain race or country are undesirable and to be avoided.

VI. The first important step parents can take in the development of democratic attitudes is to examine their own behavior. The things they do in their daily lives speak louder than any preachments.

VII. The second step is to give their children many experiences with persons who are different from themselves. In such experiences parents can help children to consider each person in the light of his *individual* character and characteristics.

VIII. All the scientific evidence we have indicates that there are no superior races. Some races that we may have often thought of as backward or inferior have made important discoveries and inventions that have enriched our life today.

A radio script based on this article will be available on March 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "Let's Get Rid of Prejudice." See page 7.

IX. It is also helpful to remember that prejudices do not easily develop in those children who feel they are loved, who feel they can trust their fathers and mothers, and who have learned that life is a mutual give-and-take.

Questions To Promote Discussion

1. Are children under the age of six too young to pick up the significance of remarks about people of other races, nationalities, and religions?

2. Are all prejudices bad?

3. Why is the subject of prejudice in youth so important today?

4. Are prejudices hereditary? That is, can a child inherit such a quality as race prejudice?

5. How can insecurity in the home contribute to the forming of undesirable prejudices in young people? Give examples of this.

6. What attitudes should parents present to their children now in regard to the Japanese and German peoples?

7. A large number of parents in a Midwestern community became alarmed because their children were suddenly showing violent prejudice against certain minority groups in the school. All the parents admitted that many times in the past they had made some slighting remarks about these same groups but couldn't understand why their children should now become so cruel and ruthless. They decided that some kind of influence was at work outside the home to make the children forget their early training. How correct were they in allocating the blame?

8. John, aged seventeen, has taken a sudden and bitter stand against labor unions. He read an extremely biased article about unions and has based all his opinions on what he learned from this one source. John's father is aware of his attitude but laughs it off and says that "the kid is young; he'll get over his silly ideas if we leave him alone." Is the father right?

9. Can table conversation be of a kind that will help a child to respect people of other religions, races, and backgrounds?

10. Should parents narrow a child's circle of companions and ignore those whom they do not wish him to associate with?

11. How can one recognize insecurity in a child?

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Contains many suggestions to parents about helping their children to overcome prejudices.

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Looking into Legislation



Mrs. Malcolm McClellan

WITH deep sorrow we announce to our readers that Mrs. Malcolm McClellan, National Congress chairman of Legislation, who has written this column in the past, was severely burned in her home at Jacksonville, Florida, on December 20 and passed away on January 3.

When the National Board of Managers met at Kansas City early in December, serious consideration was given to legislative matters of concern to our organization. Some of these were related to international affairs; others to domestic problems. Certain specific bills now before Congress we voted to support. On the other hand, there were certain general principles that we supported in theory but that had not yet been embodied in a bill of which we could approve.

International Measures. We support S.1580, providing for full U.S. participation in the various organs of the UNO. This measure was passed just before the Senate's Christmas recess.

We support ratification by both Houses of the constitution adopted by the United Nations Educational, Scientific, and Cultural Organization at London on November 16, 1945. (See page 40.)

We support the appointment of a commission of the UNO General Assembly to formulate policies in regard to international control of the atomic bomb, and we oppose passage of the May-Johnson bill, S.1463, which would confine control to a U.S. commission appointed by the President.

Domestic Measures—Education. We reiterate our support of Federal aid to public tax-supported schools, with the following provisions: (1) distribution according to need, on the basis of a specific formula; (2) maximum local and minimum Federal control; and (3) encouragement to the states to equalize opportunities within their borders.

The House Education Committee, after a careful study of all pending Federal aid bills, wrote its own, H.R.4929, and then surprisingly voted it down, ten to nine, on December 12. This is not necessarily final action. You can help by writing your own congressman and asking him to get in touch with Representative George P. Miller, chairman of a bipartisan committee concerned with better educational opportunities for American youth.

Price Control. The Board's statement reads: "We continue to reaffirm our resolution of September 1942 'to support in all practicable ways efforts that are being made to forestall inflationary trends,' and we recommend that the National

Contributors

RUTH BENEDICT, one of America's most eminent anthropologists, has been associate professor of anthropology at Columbia University since 1936. Among her intensely interesting experiences were field trips made during the years 1922-39 to American Indian tribes. Her writings have appeared frequently in leading scientific journals, and she is the author of *Patterns of Culture and Race: Science and Politics*.

ARTHUR H. COMPTON, formerly dean of the division of physical sciences at the University of Chicago, is today chancellor of Washington University at St. Louis. He is one of the distinguished group of scientists responsible for the discovery of how atomic energy can be released. Among the many honors that have been accorded him is the coveted Nobel Prize for physics, awarded him in 1927. His article, on page 16, is based on a talk delivered on the tenth anniversary of the Chicago Round Table of Christians and Jews.

ETHEL KAWIN, director of guidance in the public schools of Glencoe, Illinois, and lecturer at the University of Chicago, has won a national reputation for her valuable books and articles. A contributing editor of this magazine, Miss Kawin is the director of the current year's preschool study course. Parent-teacher members far and wide know her as a challenging lecturer and as an author to be depended upon.

ERNEST G. OSBORNE, assistant professor of education at Teachers College, Columbia University, has made outstanding contributions to both parent education and the education of children and young people. Dr. Osborne has three children of his own, a boy and twin girls. Lately he has added the job of radio commentator to a full schedule of teaching, writing, and lecturing.

BONARO W. OVERSTREET, author of *Courage for Crisis*, *Freedom's People*, and many inspiring and helpful articles that have appeared in the *National Parent-Teacher*, is an earnest protagonist of democratic ideals. Mrs. Overstreet has also attained notable distinction as a teacher and lecturer. She will be one of the principal speakers at the Illinois Congress convention in May.

DOROTHY WALDO PHILLIPS is widely recognized for her excellent counseling work with young children and adolescents. She directs the activities of the junior club of Skytop Club in Skytop, Pennsylvania, and is also the director of School-Community Day, a project sponsored by the American Association of University Women. Her writings are charged with the same intensive insight that have made her lectures so much in demand.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Roger P. Sharp, president, Louisiana Congress; and Mrs. Deane G. Davis, editor, *South Dakota Parent-Teacher*, and Mrs. William Claussen, president, South Dakota Congress of Parents and Teachers.

Emergency Price Control Act be continued."

Housing. We support S.1592, a bipartisan measure discussed in last month's column.

Compulsory Military Training. A copy of our statement, already given to the House Military Affairs Committee, will be sent to each member of Congress.

Be active in letting your senators and congressmen know of your support or opposition to current bills. This is the responsibility of all self-governing citizens. —MINNETTA A. HASTINGS

FIVE-STAR



FINAL

Last Minute News

American Education Week. Representatives of the American Legion, the National Education Association, the U.S. Office of Education, and the National Congress of Parents and Teachers—all sponsors of the highly significant national institution known as American Education Week—met at Washington, D. C., on January 23 to talk over plans for the 1946 observance. This joint committee, together with members of the N.E.A. staff, selected the general theme and the day-by-day topics. The National Congress was represented by its president, Mrs. William A. Hastings.

Eleanor Roosevelt. When Mrs. Roosevelt left for London on December 30 to attend the meeting of the General Assembly of UNO, she carried with her a comprehensive statement describing the international program of the National Congress. This statement was prepared because Mrs. Roosevelt had expressed the wish to understand the international programs of a number of large national organizations—our own included—so that she might ably represent their interests. The former First Lady, like her predecessor in the White House, Mrs. Herbert Hoover, is a life member of the National Congress of Parents and Teachers.

The OPA. Because P.T.A.'s throughout the country have since 1942 actively supported anti-inflationary measures, the president of the National Congress has been invited by Chester A. Bowles, OPA administrator, to become a member of the Consumer Advisory Council of the OPA. The committee met in Washington on January 22.

Advisory Committee on Health and the Summer Round-Up of the Children. All National Congress health programs and projects are carefully prepared with the cooperation of a special advisory committee. Its members represent practically every important health service in the nation, including the American Academy of Pediatrics, American Home Economics Association, American Medical Association, American Public Health Association, American Red Cross, American Social Hygiene Association, the Children's Bureau, and the U.S. Public Health Service. This committee met in New York City on January 18 to discuss the current Congress health program with those members of the National Board of Managers whose work bears directly on health.

New Joint Safety Committee. A recently formed joint committee of the National Congress and the National Commission on Safety Education of the N.E.A. is dedicated to the promotion of safety in the schools. This group also met in New York January 15 to confer on how home and school may work to safeguard school children.

The UNESCO. On November 16 delegates of 44 United Nations, meeting in London, created the United Nations Educational, Scientific, and Cultural Organization. This is the international body long advocated by the National Congress, together with other educational organizations. Its headquarters will be in Paris, and its functions are closely related to the principles and purposes of UNO. Each member state undertakes to consult with its own educational, scientific, and cultural groups before appointing delegates to the general conference and is urged to appoint a national commission to advise with its delegates. Membership on this commission would be open to nongovernmental organizations, such as the National Congress.

UNESCO will come into force when its constitution is signed by 20 signatories. Its Preparatory Commission met November 16 and elected an executive committee of 15 members. The Commission will make arrangements and prepare agenda for the first meeting of the general conference of UNESCO. Although responsibility for helping liberated countries to obtain needed educational materials is outside the functions of UNESCO, a special committee will be appointed to bring statements of these needs before governments, private organizations, and individuals so that gifts may be sent either directly or through international relief agencies.